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Thematic Module 9B



Time to Celebrate



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Thematic Module 9B

Time to Celebrate

Day 10 to Day 18



This product is the result of a joint venture with the following contributors:



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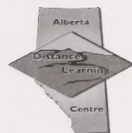
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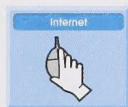
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Grade One Thematic
Module 9B: Time to Celebrate
Day 10 to Day 18
Student Module Booklet
Learning Technologies Branch
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| | |
|-------------------------------|---|
| This document is intended for | |
| Students | ✓ |
| Teachers | ✓ |
| Administrators | |
| Home Instructors | ✓ |
| General Public | |
| Other | |



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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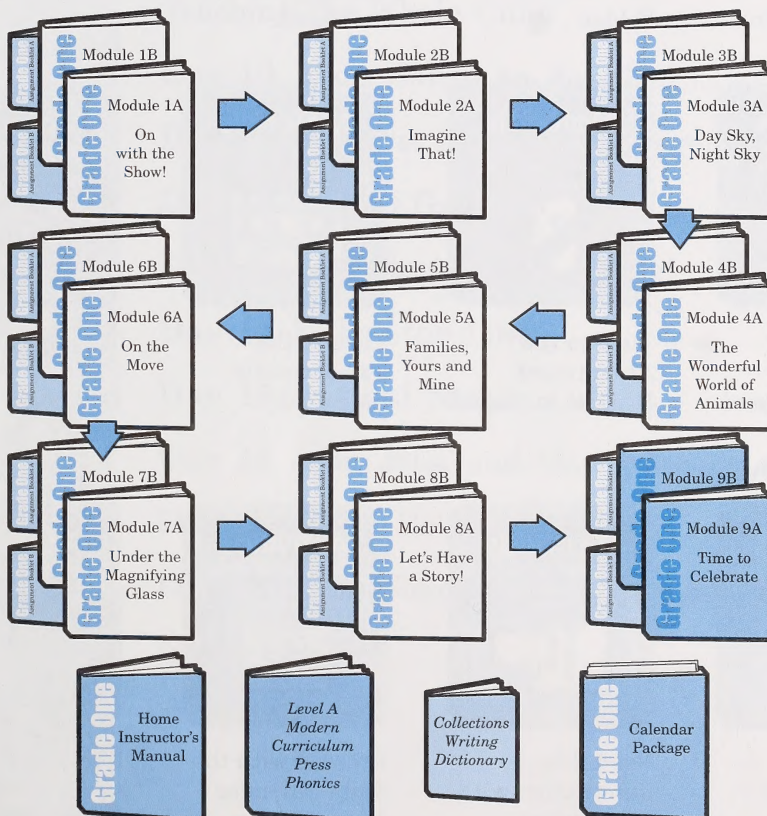
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Course Overview and Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

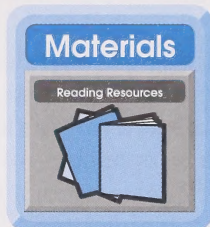
Icons: Materials



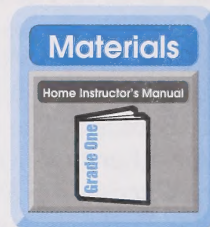
Turn to the
Level A: Modern Curriculum Press
Phonics book.



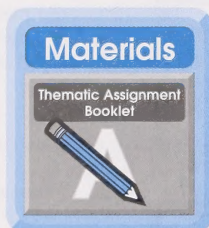
Place an item in
the Student
Folder.



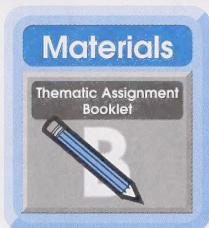
Turn to the
reading resource
indicated.



Turn to the Home
Instructor's Manual
for further
information.



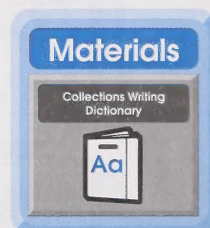
Turn to the
Assignment
Booklet indicated.



Turn to the
Assignment
Booklet indicated.

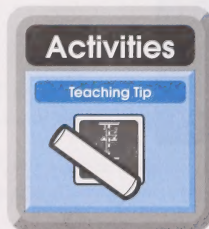


Turn to the
audiocassette
indicated.

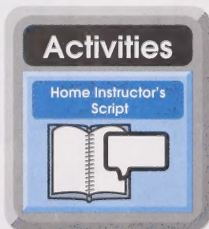


Turn to the
Collections Writing
Dictionary.

Icons: Activities



Read this
information to
yourself.



Read this
information with
the student.



Proceed with the
daily Calendar
Time activity.




Access the Internet for
the student. (This activity
is always optional.)

Contents



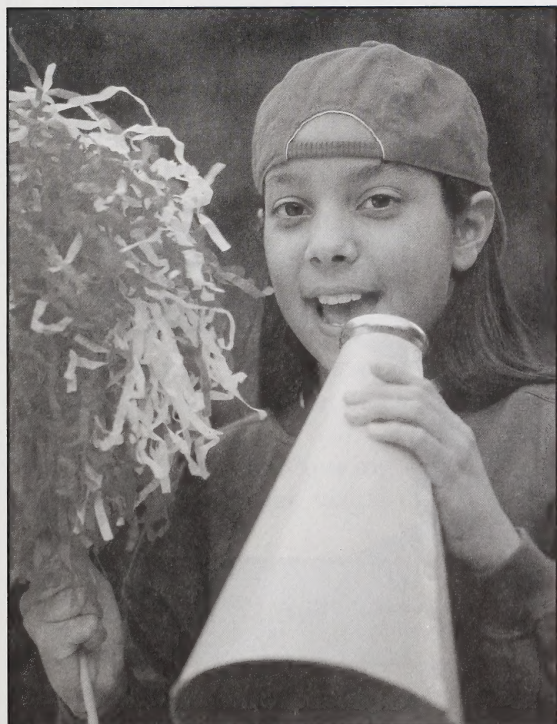
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Module 9 Overview

Time to Celebrate



Hurrah!

Welcome to Time to Celebrate, the final module of the Grade One Thematic program.

The theme of celebration winds its way through this module. In the first half of the module, your student will celebrate the heritage of Canadian families. He or she will learn about your family's traditions and compare them to the traditions of other Canadian families.

Acceptance and respect are two major concepts in this module. The activities in the module are intended to help your student understand how the traditions that enrich our lives come from many places and ethnic origins.

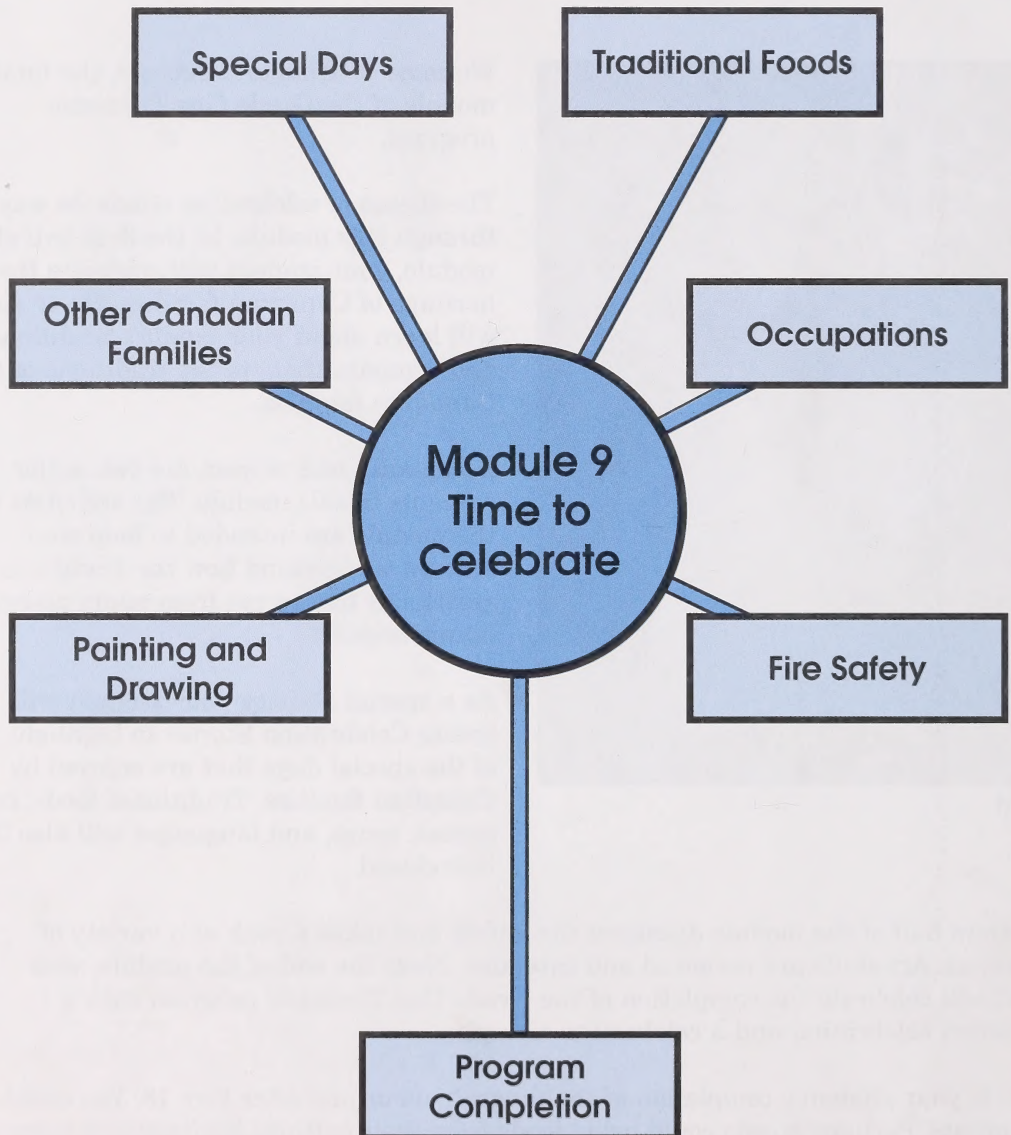
As a special activity, your student will create Celebration Stories to highlight some of the special days that are enjoyed by Canadian families. Traditional foods, crafts, games, songs, and languages will also be introduced.

The second half of the module discusses fire safety and takes a peek at a variety of occupations. Art skills are reviewed and extended. Near the end of the module, your student will celebrate the completion of the Grade One Thematic program with a culmination celebration and a celebration olympics.

Celebrate your student's completion of the program on or just after Day 18. You could invite guests. Perhaps guests could bring foods from their cultural heritage and enjoy a pot-luck meal together. Your student may prepare a play, perform a dance, or display art and craft projects from the module.

Module Web Chart

This chart highlights the main thematic topics for this module.



Module Skills and Concepts

The objectives from one subject area often relate to or overlap those of another in this program. Integrating subject matter helps make learning more meaningful and enjoyable for the student.

In Module 9: Time to Celebrate, your student will meet many curriculum objectives as well as develop respect and appreciation for others. The listed objectives are guidelines only; it is impossible to predict all the skills your child may gain.

Language Arts Skills

- **Reading**—using a variety of strategies to read unfamiliar material; reading longer selections; retelling and rephrasing stories; reviewing quotation marks; building sight vocabulary
- **Writing**—applying phonics skills to writing; rephrasing information; writing with increasing detail; using charts and sentence starters to write
- **Speaking**—brainstorming for ideas; speaking to an audience; interviewing for information; sharing ideas; forming questions
- **Listening and Viewing**—listening to interview answers for information; viewing cultural activities, visual displays, pictures, or videos for information
- **Printing**—applying printing skills to all written work
- **Phonics**—reviewing contractions, word endings, digraphs, “oo,” “ow,” and “ou” sounds, and long and short vowel sounds; recognizing the two sounds of **c** and **g**, plural forms, and silent letter combinations; dividing words into syllables; applying phonics skills to reading and writing

Other Subject Skills

- **Social Studies**—acquiring, interpreting, and sharing information about traditions; recognizing that families have common and different traditions; realizing that traditions are passed down from parents and grandparents; understanding that traditions include clothing, food, languages, celebrations, music, crafts, and recreation; developing respect for family traditions and traditions of others; developing map skills

- **Science**—constructing a play structure, toys, and models; recognizing and describing the purpose of some common tools and safety equipment
- **Drama**—retelling a story through drama; role playing; miming occupations; working together and making collective decisions
- **Visual Arts**—reviewing colour knowledge, texture, use of a horizon line, use of lines and shapes, use of overlapping and repetition, and use of perspective; experimenting with multicultural crafts
- **Music**—understanding the importance of lyrics in music; appreciating a variety of music forms; moving to music
- **Health and Life Skills**—learning to consider and appreciate one's self-worth; learning the benefits of sharing; classifying food into food groups; identifying healthy nutritional habits; expressing preferences; setting goals
- **Physical Education**—performing movement skills through a variety of activities; demonstrating ways to receive, retain, and send an object; using a variety of body parts; understanding, experiencing, and appreciating the health benefits that result from physical activities; demonstrating ways to improve personal growth in physical abilities; experiencing and improving continued frequency of involvement in cardio-respiratory activities; recognizing personal abilities while participating in physical activity; identifying and demonstrating respectful communication skills appropriate to context; displaying a willingness to play co-operatively with others; moving safely and sensitively through all environments
- **Information and Communication Technology**—accessing, using, and communicating information from a variety of technologies; identifying techniques and tools for communicating, storing, retrieving, and selecting information; creating original text, using word-processing software, to communicate

Note: Your student is not expected to master all of these concepts and skills at this time, but will work toward mastery throughout the program.

Module Materials

Books

- *Collections: I'm Busy*
- *Collections Writing Dictionary*
- *Dive In* (Nelson)
- *Level A: Modern Curriculum Press Phonics*
- *Slide In* (Nelson)
- *Toes in My Nose* by Sheree Fitch

Audio Resources

- *10 Carrot Diamond* by Charlotte Diamond (audiocassette)
- *Classics for Children* by Boston Pops Orchestra/Arthur Fiedler, Conductor (compact disc)

General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



See the Home Instructor's Manual for further information on the Master List of Required Materials.

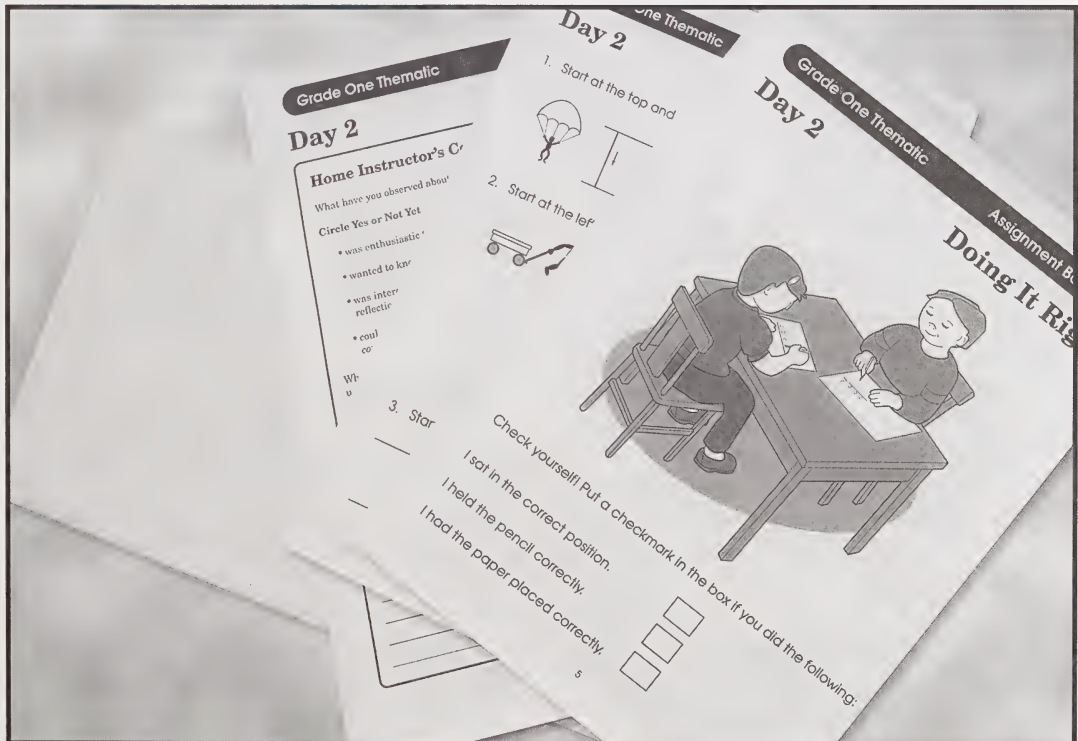
Student Folder



Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.



Note: The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



Additional Resources

You may wish to extend the provided reading resources by gathering a variety of books about celebrations, multicultural Canadian families, fire safety, and occupations. Consult your local librarian for recommendations, use the following list, or search your local library for suitable resources.

As well as having a variety of books on hand, it would be a good idea to set up a multicultural display area. If possible, display crafts, clothing, and decorative items from other areas. An alternative to this would be to visit a museum that features Canadian artifacts. Audiocassettes of traditional music or other languages would also be useful.

You will require a map of the world, an atlas, or a globe for several activities. If you have maps (provincial, city, country, regional), photographs, or printed information about your area or other parts of Canada, display them as well. Travel agencies and consulates can provide much information. There are also many Internet sites that contain maps and other information, such as historic sites and other places of interest.

Books

Canadian Families

The Always Prayer Shawl
by Sheldon Oberman
Amazing Grace by Mary Hoffman
At Grandpa's Sugar Bush
by Margaret Carney and Janet Wilson
Button Bone Borscht by Aubrey Davis
Everybody Cooks Rice by Norah Dooley
The Keeping Quilt by Patricia Polacco
Misoso: Once Upon a Time Tales from
Africa by Verna Aardema
People by Peter Spier
Sandwich by Ian Wallace and
Angela Wood

Aboriginal Peoples

A Boy of Tache by Ann Blades
A Candle for Christmas by Jean Speare
Circle of Thanks by Susi L. Fowler
The Girl Who Loved Wild Horses
by Paul Goble

How Two-Feather Was Saved from
Loneliness: An Abenaki Legend
by C. J. Taylor
The Moccasin Goalie
by William Roy Brownridge
My Kokum Called Today by Iris Loewen
Powwow by George Ancona
Peter's Moccasins by Jan Truss
The Rough-Face Girl by Rafe Martin

Chinese Heritage

Chin Chiang and the Dragon's Dance
by Ian Wallace
Grandfather Tang's Story by Ann Tompert
Lion Dancer: Ernie Wan's Chinese New Year
by Kate Waters
Three Pigs, One Wolf, and Seven Magic
Shapes by Grace MacCarone
West Coast Chinese Boy by Sing Lim

Country and City

- Back to the Cabin* by Ann Blades
City Mouse—Country Mouse and Two More
Mouse Tales from Aesop
by John Wallner
Jessie's Island by Sheryl McFarlane
Tiger's New Cowboy Boots by Irene Morck
Round Trip by Ann Jonas
Town Mouse Country Mouse by Jan Brett

In the Past

- The Dust Bowl* by David Booth
Ida and the Wool Smugglers
by Sue Ann Alderson
Josepha by Jim McGugan
The Sugaring-Off Party
by Jonathan London

Inuit Peoples

- A Promise Is a Promise*
by Robert N. Munsch
Arctic Son by Jean Craighead George
Baseball Bats for Christmas
by Michael Kusagak
Mama, Do You Love Me?
by Barbara M. Joosse

Japanese Heritage

- The Boy Who Drew Cats: A Japanese*
Folktale by Arthur A. Levine
Grandfather's Journey by Allen Say
The Magic Fan by Keith Baker

People with Disabilities

- A Girl Named Helen Keller*
by Margo Lundell
Be Good to Eddie Lee by Virginia Fleming
Buddy: The First Seeing Eye Dog
by Eva Moore
A Girl Named Helen Keller
by Margo Lundell

- Mandy* by Barbara D. Booth
Silent Observer by Christy MacKinnon

General

- No Dragons for Tea: Fire Safety for Kids*
(And Dragons) by Jean Pendziwol and
Martine Goubault
The Patchwork House by Sally Fitz-Gibbon

Celebrations

- Children Just Like Me*
by Barnabas and Anabel Kindersley
Let's Celebrate! by Caroline Parry
The Party by Barbara Reid

Fire Safety

- Arthur's Fire Drill* by Marc Brown
Fighting Fires by Susan Kuklin
Fire Night! by Monica Driscoll Beatty

Occupations

- Canadian Fire Fighters*
by Paulette Bourgeois
Canadian Garbage Collectors
by Paulette Bourgeois
Hats, Hats, Hats, by Ann Morris
Hello, Cat, You Need a Hat
by Rita Golden Gelman
People at Work by Bobbie Kalman
Canadian Police Officers
by Paulette Bourgeois
Canadian Postal Workers
by Paulette Bourgeois
Who Does What? by Eric Hill

Poetry

Alligator Pie by Dennis Lee
The Library by Sarah Stewart
Shadow Play, Night Haiku
by Penny Harter
Sometimes I Wonder If Poodles Like
Noodles by Laura Joffe Numeroff

Songs

Canadian Folk Songs for the Young
by Barbara Cass-Beggs
Singing Bee! A Collection of Favorite
Children's Songs by Jane Hart

Internet

KidsCom Tangram
[http://www.kidscom.com/
games/tangram/tangram.html](http://www.kidscom.com/games/tangram/tangram.html)
Stone: Inukshuk and Tent Rings
[http://www.chebucto.ns.ca/Culture/
Shifting_Boundaries/stone.html](http://www.chebucto.ns.ca/Culture/Shifting_Boundaries/stone.html)

Videocassettes

Canadian Families

Jump-Up: Caribbean Carnival in Canada.
11 min. Produced by Joe MacDonald.
Directed by Claire Helman. National Film
Board.

Native Legends. "The Owl Who Married a
Goose," "Summer Legend," and "The Owl
and the Raven." 22 min. National Film
Board.

The Prophet: A Passover Celebration.
10 min. Produced by Joe MacDonald.
Directed by Eva Szasz. National Film
Board.

Raven's Feather Dance—A Creation Legend.
9 min. Produced by Tamara Lynch.
Directed by Eva Szasz. National Film
Board.

Toonik Time: An Inuit Spring Festival.
12 min. Produced by Joe MacDonald.
Directed by Eva Szasz. National Film
Board.

The Trickster: The Magic Library. "Anansi
and the Old Man Mud Turtle." 14 min.
Produced by TV Ontario-Ontario
Educational Communications Authority.
ACCESS, 1989.

Fire Safety

Well, Well, Well: Emergencies. 14 min.
Agency for Instructional Technology.
ACCESS, 1985.

Occupations

Harriet's Magic Hats. Series of programs
about occupations. 15 min. ACCESS,
1980–86.



Social

Physical

Intellectual

Creative

Emotional

Teaching the Whole Child

More Canadian Families

Canadian families from many different ethnic backgrounds and many different places have been discussed over the last few days. Today you will read a story about Helen Keller. This girl, who was blind and deaf from infancy, became a spokesperson for people with physical disabilities.



There are many Canadian families that have members with physical or mental challenges. Today's topic will help your student understand that all members of our society should be valued and respected.

On Day 11 of Module 6, your student discussed how space could be modified to help people with wheelchairs. Today you will discuss special modifications for people with other disabilities.

Your student will also have a chance to practise sign language, review plurals, and learn about June celebrations.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed
- “Celebration Stories for May” (optional)

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- Thematic Assignment Booklet 9B – Day 10: One, Two

Music and Movement

- audiocassette *10 Carrot Diamond* by Charlotte Diamond

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 10.

Project Time

Project 1: Trust Walk

- metre-stick, cane, or other stick

Project 2: Sign Language

- no materials required

Project 3: Braille

- Thematic Assignment Booklet 9B – Day 10: Braille
- *Be Good to Eddie Lee* by Virginia Fleming (optional)

Let's Look Back

- Thematic Assignment Booklet 9B – Day 10: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

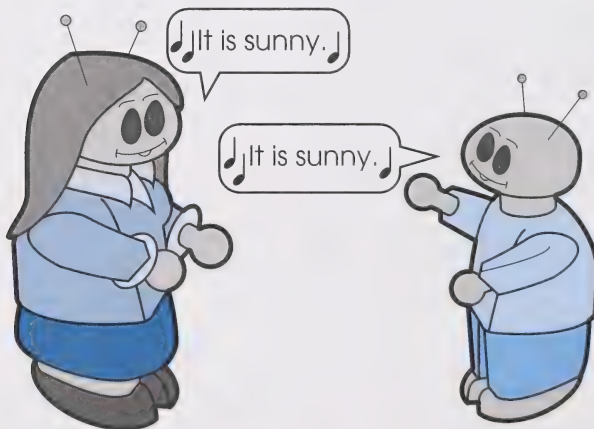
Time recommended: 10 minutes

Today begins the second half of the last module for the Grade One Thematic program. It's a day that deserves special recognition on the calendar!

You could have a “countdown” during the last half of the module. Each day, your student can count the number of lesson days left and note it on the calendar.

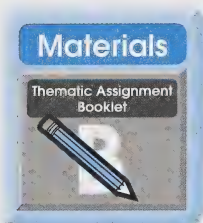
After completing the basic Calendar Time procedure, remember to discuss the day's weather and have the student draw a weather symbol on the current calendar date. On Day 18, this weather record will be used to complete a weather graph.

For a change, sing a sentence about the day's weather, for example, “It is sunny.” Then, encourage your student to sing what you sang in the same tune. This activity is an ideal way to review weather vocabulary and to practise singing “in tune.”



Another suggestion would be to talk about the “Celebration Stories” your student wrote on Day 9. Encourage your student to locate the dates of various events on the calendar.

Focus for Today



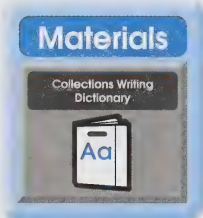
In today's Learning Log, you will comment on your student's development in **science** and **health and life skills**. As you work through the activities, observe your student's understanding that people can adapt to the loss of sensory abilities by using other senses and aids. Also, note your student's attitude toward the contributions and abilities of all people.

Language Arts

Time recommended: 35 minutes

Word Study

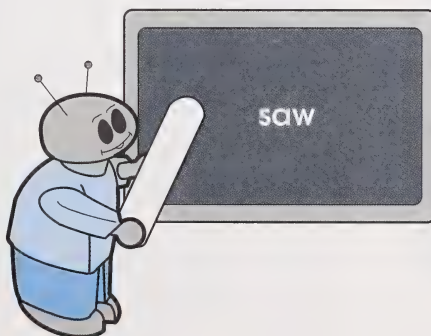
Print the high-frequency words **saw** and **say** on coloured index cards.



If your student recognizes these words automatically, place them in the word bank. Then, help the student choose theme-related words or personal-interest words to learn instead. Add any new words to the *Collections Writing Dictionary*.

If further practice is needed with the words **saw** and **say**, continue with the following instructions.

Print the word **saw** on a chalkboard or a piece of paper. Have the student say it aloud.

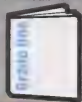


Day 10 • More Canadian Families

Invite the student to look in a mirror and notice the position of his or her mouth and tongue when saying the “s” sound and the “aw” sound.

Materials

Home Instructor's Manual



Use the Key Words and Actions Guide in the Appendix of the Home Instructor's Manual to help your student with these sounds.

s

sun



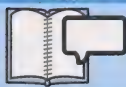
Cup your right hand into a **C** shape and tap your temple twice as though shading your eyes from the sun.



Print the word **paw** below the word **saw** and then continue with the following script:

Activities

Home Instructor's Script



Say the words **saw** and **paw**.



Tell me what position your mouth and tongue are in when you say these words.

Are your mouth and tongue in the same position when you say the “s” sound in the word **saw** and the “p” sound in the word **paw**? (no)

Are your mouth and tongue in the same position when you say the “aw” sound in these words? (yes)



How do the words **saw** and **paw** look the same? (They have the same **aw** ending.)

How do these words look different?

(They have different beginning letters.)

Do the words **saw** and **paw** rhyme? (yes)

How do you know these words rhyme?

(They have the same ending sounds.)

Name some other words that rhyme with the word **saw**. (caw, jaw, law, raw, straw)

To help your student recognize the word **say**, have him or her look in a mirror and notice the position of his or her mouth and tongue when saying the sounds in the word. Guide the student to identify which sounds are being spoken and to print this word on a chalkboard or a piece of paper. Use the Key Words and Actions Guide to assist you.

Print the word **day** below the word **say** and then proceed with the following script:

Are your mouth and tongue in the same position when you say the "s" sound in the word **say** and the "d" sound in the word **day**?

(no)

Are your mouth and tongue in the same position when you say the "ay" sound in these words? (yes)

How do the words **say** and **day** look the same?

(They have the same **ay** ending.)



How do these words look different?

(They have different beginning letters.)

Do the words **say** and **day** rhyme? (yes)

How do you know these words rhyme?

(They have the same ending sounds.)

Name some other words that rhyme with the word **say**.

(bay, Fay, hay, jay, Kay, lay, may, pay, ray, way, stay, play)

Phonics and Printing

Today's Phonics lesson will discuss forming a plural by adding the letter **s** to the end of a word. Your student has been exposed to this idea in reading activities and has probably also used it in writing activities. If so, use this material as a review.

The letter **s** is sometimes added to the end of a word to make it mean "more than one."

Read the sentences below.

- I have one dog.
- I have three dogs.

How was the word **dog** changed to make it mean "more than one"?



Many words can be changed to mean “more than one” by adding the letter **s**. Read the following words and have the student tell you what the plural form would be.

house
chair
cat

car
horse
boy

shirt
comb
boot



Turn to Thematic Assignment Booklet 9B and follow the directions to complete Day 10: One, Two.

Music and Movement

Time recommended: 15 minutes

In Music and Movement today, your student will use sign language as the song “May There Always Be Sunshine” is sung.

Many people who can’t hear are also not able to speak, so they use sign language to “talk.”

If you know sign language, you can talk with many hearing-impaired people and understand what they are saying.

You already know some sign language.

If you sang the song “May There Always Be Sunshine” on Day 1 of Module 1, you learned the signs to go with the song.

Many of the actions from the Key Words and Actions Guide are based on sign language, too.

Today you can try singing and doing the signs again.



1



2

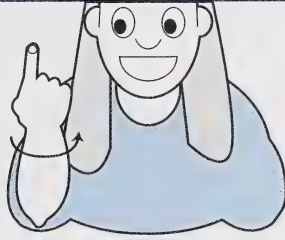


Take out the audiocassette *10 Carrot Diamond* by Charlotte Diamond. Listen to the song “May There Always Be Sunshine” and encourage your student to sing along. When the student is familiar with the words, teach the signs on the following page to go with the words. Then, you can both sing and do the signs for the song.

==== May There Always Be Sunshine =====

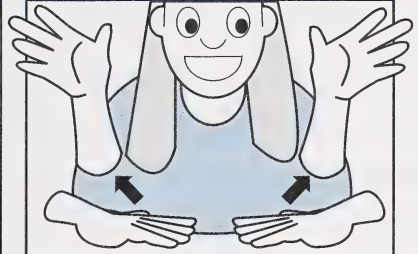
**May there always be sunshine.
May there always be blue skies.
May there always be Mama (Papa).
May there always be me.¹**

¹ Charlotte Diamond, “May There Always Be Sunshine,” in *10 Carrot Diamond* (Port Moody: Hug Bug Music Inc., 1985). Reproduced by permission.



Always

Move the extended right index finger, palm facing body, in a small circle towards right shoulder.



Shining (Sunshine)

Open hands in front of body and move to second position.



Sky

Tuck thumbs in to make blue sky.



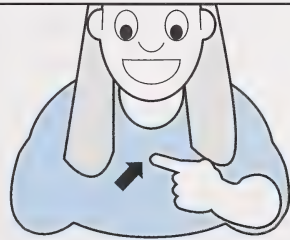
Mother, Mom

Tap the thumb of the open hand as shown, palm left, on the chin. Optional: Wiggle fingers slightly.



Father, Dad

Tap the thumb of the open hand palm left, in the centre of the forehead. Optional: Wiggle fingers slightly.



I, Me

Point the index finger to the centre of the chest.



Language Arts

Time recommended: 60 minutes

Reading

factual: true;
accurate

Today, a factual story about a blind girl named Helen Keller will be read. Briefly, review what the word **factual** means. Ask your student to look through the story on the following pages and predict what it will be about. The student will probably notice that the clothing is old-fashioned, and he or she may predict that this story happened in the past. Tell the student that this is a true story that happened over 100 years ago.

If your student is an independent reader, encourage reading it aloud. Help as necessary. If your student is not an independent reader, read the story together, lowering your voice whenever the student is reading parts of the story with confidence. Track the text with your index finger as you read.

Helen Keller



It was the summer of 1880, in a little town in Alabama, when a healthy baby girl was born. Before this baby girl turned two years old, she became very ill.

Her parents and the doctor tried to make her better, but there was nothing they could do. The doctor told her parents that she might not live.

The little girl named Helen lived, but now she was deaf and blind. Helen's parents felt sorry for her; so, whenever she cried, they let her have what she wanted.



In many ways, Helen showed that she was smart, but many people thought that Helen could not learn anything. Her mother, however, realized that she was smart and thought about how she could help her daughter.

As Helen grew older, her behaviour became worse. No one could comb her hair, her clothes were always dirty, and she would often have violent tantrums.

Helen's parents knew that they needed help, so they took Helen to see a famous doctor, Alexander Graham Bell. Dr. Bell had invented the telephone and he was also a teacher for deaf people. Dr. Bell said that Helen could learn, but she would need a special teacher.



When the teacher arrived, Helen felt footsteps on the stairs. She reached out, thinking it was her mother, but it was not. Helen pulled away.

The teacher, Anne Sullivan, gave Helen a doll. "D-o-l-l spells doll," said Miss Sullivan. On Helen's hand, the word was spelled with her fingers. The letters were made with a special alphabet called hand signs. Helen copied what Miss Sullivan had done, but she did not understand what she was doing.

Miss Sullivan soon saw that Helen did only what Helen wanted. At dinner, she would not sit in her chair, she ate from



everyone's plate without permission, and she would throw food and plates around. Miss Sullivan told Helen's parents that she must be taught to behave.



There were terrible disagreements when Miss Sullivan tried to get Helen to behave and learn. At times, Helen's parents felt that Miss Sullivan was being too hard on their daughter. Eventually, Miss Sullivan said that she must be alone with Helen for a while so that she could teach her properly. It was decided that Miss Sullivan and Helen would move into a little house in the garden.

Miss Sullivan was strict, but she taught Helen in a very caring way. Helen soon became very fond of Miss Sullivan.

Day and night, Miss Sullivan spelled out words to Helen and Helen copied them back, but she still did not understand what the words meant. Miss Sullivan desperately wanted Helen to understand.

After two weeks at the house in the garden, Miss Sullivan and Helen moved back to the Kellers' home. Helen still did not understand the hand signs, but she was much better behaved and she would follow instructions.

One warm and sunny day, Miss Sullivan was teaching Helen the words w-a-t-e-r and m-u-g. Helen kept mixing up the words, so Miss Sullivan decided that they needed a break.

As they passed the water pump, Miss Sullivan had an idea! She began pumping and the water poured out. She placed Helen's hand in the water. Suddenly, Helen understood that the word w-a-t-e-r meant the wet stuff running over her hands!

Now, Helen wanted to know the name for everything. Everyone was filled with a great sense of joy.

In the years that followed, Helen learned to read and write, and she eventually graduated from college with honours.

Miss Sullivan helped Helen all through school and they stayed friends for many years.



During her life, Helen wrote five books. She spoke to crowds of people around the world. Kings and presidents were honoured to meet her. The accomplishment Helen was most proud of, however, was her work in helping people who were blind and deaf.

Helen Keller brought hope to many people, just as Miss Sullivan had brought hope to Helen.

When you have finished the story, discuss any questions that your student has. Ask your student to retell what happened in the story. Then, ask your student the following questions:

What was Helen like before the teacher came to help her?

What do you think it would be like to be blind and deaf?

How did Miss Sullivan help Helen?

Why do you think it was important to teach Helen sign language? (so she could communicate with others and learn about the world)

Even though Helen was deaf and blind, she graduated from college.



What are some of the other things that Helen did? (wrote books, gave speeches, travelled, met presidents and kings)

How did Helen help other people?

Do you think people can help their families and help other people even if they can't see, hear, or walk very well?

Discuss the fact that most people with disabilities lead satisfying and productive lives. They may raise families, have jobs, and help others just like anyone else.

Invite your student to ask any other questions about the story or about people with disabilities.

Continue with the following script:

Over the last several days of the module, we have talked about many different families.

You have learned that although families may have different traditions or ways of doing things, they are alike in many ways, too.

Can you name some ways that all families are alike?

Today you will learn about another way that families may differ.

Some families have members who have a hard time seeing, hearing, or moving about.



In Module 1, you learned about our five senses.

Do you remember what the five senses are?
(sight, hearing, touch, smell, and taste)

How do you use each of your senses?

Name some ways that your senses contribute to your safety and life.

Does anyone in your family wear glasses or use a hearing aid?

Sometimes people's senses don't work quite right. When this happens, they help their senses work better by wearing glasses or using a hearing aid.

Did you know that some people cannot see or hear at all?

Have you ever seen a person with a seeing-eye dog or a white cane?



People who cannot see use these things to help them get around.

Have you noticed people using sign language to talk to one another?

These people cannot hear, so they use their fingers and eyes to communicate with others.

Other people are not able to walk or move easily, so they use wheelchairs, crutches, or braces to help them get around.



Do other living things have senses?

Tell me how different animals use their senses.

How do people and animals adapt to not having a certain sense?

How can you take care of your senses?

Discuss any other questions your student may have.

Writer's Workshop

Activities

Teaching Tip



Written work needs to be read and edited by the student. This editing should become a habit to your student. The student may not recognize many mistakes at this stage, but as spelling, punctuation, and word-recognition skills develop, proofreading will improve. It is not necessary for you to point out every error, but if the student has made a mistake on a word from the spelling lists or has forgotten to use punctuation, a gentle reminder may be necessary. For example, saying "Have you checked for punctuation marks?" may encourage independence more than saying "You need a question mark here and a period there."

The "Celebration Stories" for each month will give your student a sense of the many different ways Canadian families enjoy special events. Be sure to also talk about any celebrations that are important to your family.

Read "Celebration Stories for June" aloud.

===== Celebration Stories for June =====

There are many special days celebrated by Muslim families in Canada. Since the Islamic calendar is based on the moon, the dates of these holy days change from year to year. One of the most important times for Muslims is called Ramadan. This is a time of prayer and fasting. Fasting means going without food. Muslims do not have any food or drink from sunrise to sunset. This helps them to understand what it is like to be poor and hungry.



At the end of Ramadan, there is a special festival called Eed-ul-Fitr. Before starting to eat, the members of the family give money from their savings to help the poor. Special sweets and treats are served, and food is shared with everyone who comes to the festival.

June 20, 21, or 22 is the summer solstice. It's the longest day and shortest night of the year. It's also the official start of summer!

Father's Day is enjoyed on the third Sunday in June. National Days for Portugal and Scandinavian countries are in June; and La Fête de la Saint-Jean-Baptiste, an important francophone holiday, is celebrated on June 24.

Summer celebrations take place in many towns in Alberta. There's the North Country Fair in Joussard, the Slave Lake Songbird Festival, and the Fort McMurray Rodeo.



What does your family enjoy in June? Do you pick the first wild strawberries? Do you plan holiday events? Choose two special things about the month of June and write your own "Celebration Stories" about them.



A word-processing program on a computer could be used to write the stories. A paint-and-draw program could be used to make illustrations.



Label the completed stories with the student's full name and M9D10 before placing them in the Student Folder.

Journal Writing (optional)

Have your student write about someone who uses glasses, a hearing aid, wheelchair, sign language, seeing-eye dog, white cane, or any other adaptation to help them. If your student would like to write about another topic or interest, that is fine.



When the journal entry is finished, ask your student to read it to you. Have your student label the back of the page with his or her full name and M9D10 before placing it in the Student Folder.

**Helen Keller had a hard time
learning to eat with good manners.**

**How might eating have been hard
for her?**

**It's time for your lunch. Do you
remember to use good manners
when you eat?**

Silent Reading

Time recommended: 10 minutes

Take some time to enjoy reading silently.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 10.

Project Time

Time recommended: 50 minutes

Today's projects feature activities that will help your student understand how modifications and special equipment can help people with disabilities. Choose at least **two** of the following projects.

Project 1: Trust Walk

In this project, your student will experience sightlessness and try moving about in different ways with your guidance. This can be done in a safe place indoors or out.

Use a scarf or piece of cloth to blindfold your student. If this is too frightening for the student, just ask the student to close his or her eyes. While the student is blindfolded, talk about what it is like for people who are blind. Tell the student to take a few steps forward. Ask how it feels to walk without being able to see where he or she is going.

Go on a “trust walk” around the house or yard. Take the student’s arm and lead him or her. Remember to tell your learner if you are going up or down steps or if there are other obstacles. Encourage your student to use the sense of touch to feel the edge of stairs or locate obstacles with his or her hands or feet.



You could take turns and have the student lead you on a trust walk.



Now your student could try using a stick like a sight-impaired person might use a white cane. Find a metre-stick, a cane, or a stick that is a bit more than waist high for the student. Remind your student to move carefully.

Encourage your student to stand still and listen. What sounds does he or she hear? Ask if the sense of hearing can help when there is no sense of sight.

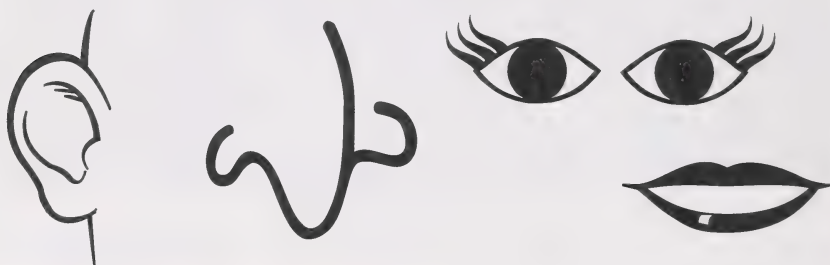
When you are finished, discuss the following questions with your student:

How did you feel when you were blindfolded?

Did you prefer having me help you or using the stick?

What senses did you use most when you were blindfolded?

Discuss how people who have an impaired sense often have other senses that work very well. People who are blind tend to notice sounds, smells, and textures more than sighted people do. People who are deaf are so good at noticing movement that many can “read” lips even though they can’t hear the words.



Project 2: Sign Language

Use the following script to discuss sign language:

What did Helen Keller learn that helped her communicate and understand the world?

(sign language)

Could Helen see the signs when her teacher made them? (No, she had to use her sense of touch to feel how each sign was made.)

Sign language is an important way for people who can't hear to communicate.

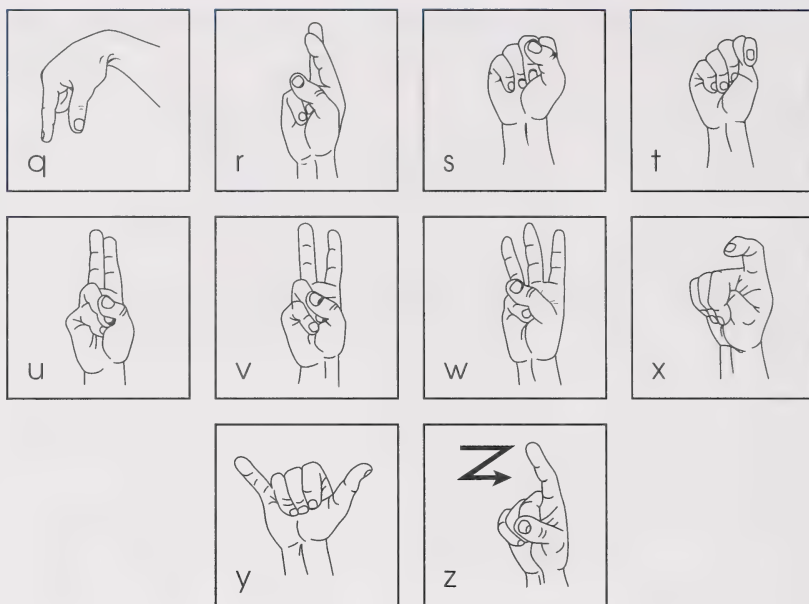
If the person is blind and deaf, like Helen Keller, then they can feel the sign language using their sense of touch.

Some signs mean whole words—like those you learned in the songs this morning.

There are also signs for each letter of the alphabet so that words can be spelled.

Invite your student to make each of the letters of the alphabet using the following illustrations. You can also teach the student how to spell names or other favourite words in sign language.





Encourage your student to practise one or two words to show at Sharing Time.



Project 3: Braille

This project introduces another system of communication that has been created to help people who can't see.

Did you know that blind people have a special alphabet to help them read?

It is called braille.

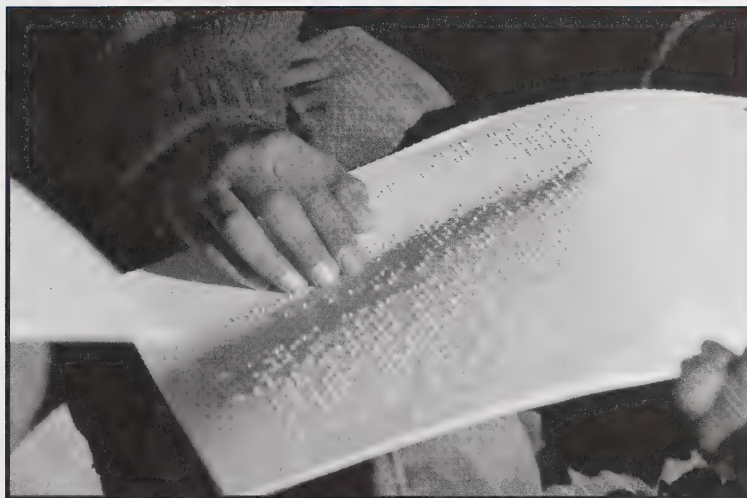
Braille is an alphabet made from raised dots that blind people can feel with their fingertips.

Materials

Thematic Assignment Booklet



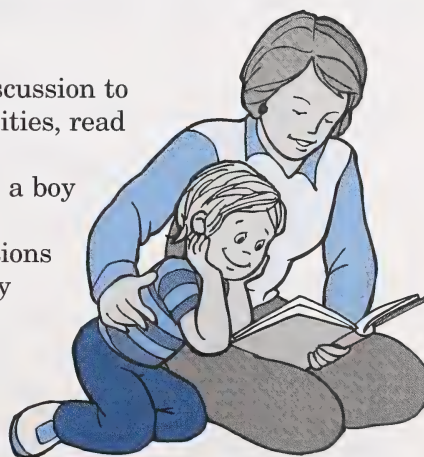
Turn to Thematic Assignment Booklet 9B and follow the directions to complete Day 10: Braille. Follow the instructions to make a braille chart of the alphabet.



The student may enjoy trying to spell some words in braille. Use the braille template in the Assignment Booklet to help your student spell names or other words in braille.

Enrichment (optional)

If you would like to extend this discussion to include people with mental disabilities, read the book *Be Good to Eddie Lee* by Virginia Fleming. This story about a boy with Down syndrome wonderfully illustrates the value and contributions of all people. Your local library may have this book or other books that discuss this subject.



Materials

Reading Resources



Sharing Time

Time recommended: flexible

The student could demonstrate the sign language or braille that he or she practised in Project Time. Your student could also take family members or friends on a trust walk. Encourage your student to discuss what was learned about people with disabilities and some of the modifications they use. Another option is for the student to retell the Helen Keller story and encourage family members and friends to comment.

Let's Look Back

Time recommended: 10 minutes

Discuss your student's general impressions about the day. Ask the following questions to help you complete today's Learning Log:

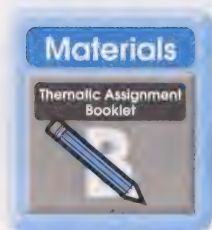
What things can help a blind person move around or read?

What is one way a hearing-impaired person can communicate with others?

Tell me one way all people are alike.

Can a person who can't hear have a job, and a family?

Can a person in a wheelchair help others? How?



Complete the Day 10: Learning Log in Thematic Assignment Booklet 9B.

Story Time

Time recommended: flexible

Check the list of additional resources for other books that deal with today's topic.



You've come to the end of Day 10.

**Tomorrow you will spend the day
with a dragon!**

My First Day with a Dragon

Are you curious about today's title? What do you think would happen if a dragon came to your house for lunch? You will find out all the details today.



There are more than dragons in today's plans. There is a fire-safety song in Music and Movement, syllables in Phonics, and "Celebration Stories for July" in Writer's Workshop. Today's projects are making a mosaic and preparing a sweet treat from the Middle East.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed
- “Celebration Stories for June” (optional)

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 11.

Project Time

- atlas, world map, or globe

Project 1: Mosaics

- coloured paper such as construction paper or paper cut from magazines

Project 2: Middle East Sweets

- rice, salt, margarine or butter, powdered sugar, cinnamon
- oranges, dates, almonds, orange juice (optional)

Let's Look Back

- Thematic Assignment Booklet 9B – Day 11: Learning Log

Story Time

- mutually chosen reading material
- other stories about fire safety (optional)

Activities

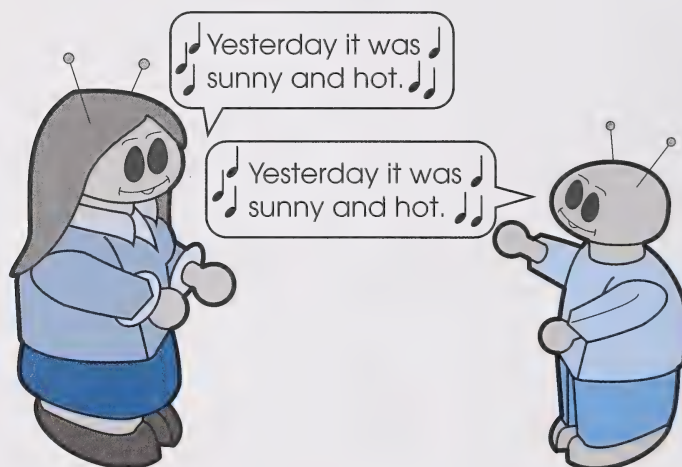
Calendar Time



Calendar Time

Time recommended: 10 minutes

After you finish the basic Calendar Time procedure, you could review the “Celebration Stories for June.” You could also sing sentences about the weather. For example, you could sing, “Today it is raining” and “Yesterday it was sunny and hot.” Then, encourage your student to repeat what you sang in tune. This activity is a great way to review weather vocabulary, the sequence of time, and to practise singing in tune.



Focus for Today

Materials

Thematic Assignment Booklet



Today's focus is again on **health and life skills**. In the Day 11: Learning Log, you will be asked to comment about your student's knowledge of fire safety.

Language Arts

Time recommended: 35 minutes

Word Study

For the next few days, you will be discussing fire safety. Print the words **fire** and **safety** on two white index cards.

Look at the word **safety**. Can your student find a smaller word inside it? What does the word **safe** mean?

Which words can your student think of that rhyme with the word **fire**?

Have the student print any new words in the *Collections Writing Dictionary*.

Materials

Collections Writing Dictionary

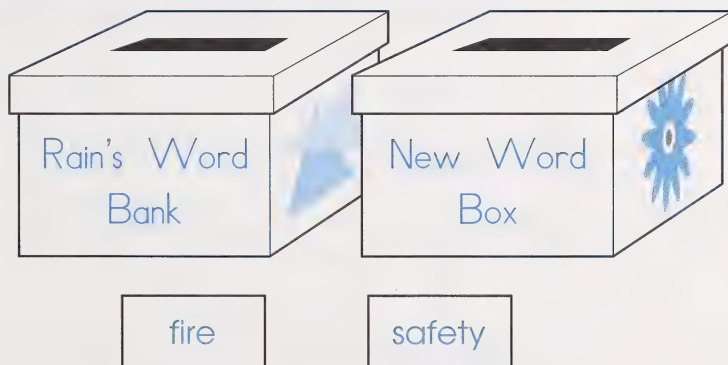


Materials

Home Instructor's Manual



Consult the Word Study Teaching Notes found in the Appendix of the Home Instructor's Manual for suggestions about how to further work with the words.



Phonics

Begin by saying the following sentence together. Clap your hands for every syllable, as shown by the vertical lines. Each syllable gets one clap or beat.

**Go this way and that way and this way
and that way.**

| | | | | | | | | |

| | |

Now try these lines. Some of these words have more than one syllable. They are joined together with horizontal lines. Clap together as shown.

**All a-round the mul-ber-ry bush,
The mon-key chased the wea-sel.**

| | | | | | | |

| | | | | | |

Next, clap the syllables in each of the following words and discuss how many syllables or beats each word has.

las-sie | |

lad-die | |

fam-i-ly | |

dif-fer-ent | |

cel-e-brate | |

grand-moth-er | |

Breaking long words into syllables makes it easy to sound them out or decode them.

Ask the student to look through the New Word Box and his or her word bank and arrange the words in piles according to the number of syllables in each word.

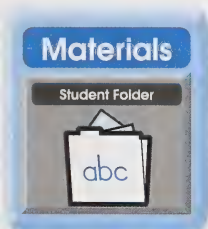
Encourage your student to clap or tap the number of syllables in each word while saying them aloud. Leave the cards in the piles for the next activity.

Printing

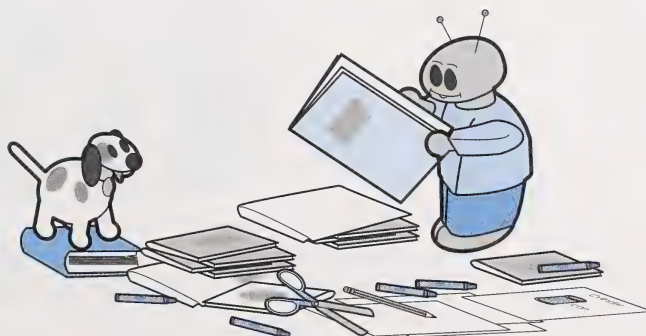
Write the title **Number of Syllables** on a piece of paper. Make four columns. Label the first column **1 Syllable**, the second column **2 Syllables**, the third column **3 syllables**, and the fourth column **More Than 3 Syllables**.

Have your student print at least ten words (from the piles of word cards) under the correct heading.

| Number of Syllables | | | |
|---------------------|----------------|----------------|--------------------------|
| 1 Syllable | 2 Syllables | 3 Syllables | More Than 3 Syllables |
| fire | safety | | |
| | | | |



When finished, label the back of the page with the student's full name and M9D11 before placing it in the Student Folder.



Music and Movement

Time recommended: 10–15 minutes

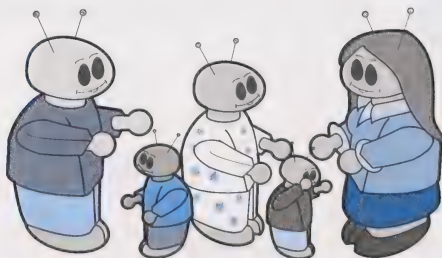
Talk about fire safety in your home and your fire-exit plan. Then, adapt, teach, and extend the following song according to your personal situation. The song is sung to the tune of “London Bridge.”

Fire-Exit Plan

When the smoke detector sounds the alarm,
Sounds the alarm, sounds the alarm
When the smoke detector sounds the alarm,
We'll quickly follow our fire-exit plan.

We'll crawl right out the closest door,
The closest door, the closest door.
We'll crawl right out the closest door
And meet at our chosen place for safety.

We'll check to see that everyone is safe,
Everyone is safe, everyone is safe.
We'll check to see that everyone is safe
At our chosen place of safety.



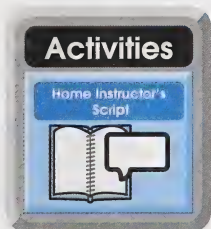
Have fun creating other verses to review the steps of your fire-exit plan. While singing each verse, do the actions.

Language Arts

Time recommended: 60 minutes

Reading

Today's story discusses many points about fire and safety that you will review after reading the story. Introduce today's Reading selection by using the following script:



Describe a dragon to me.

(Guide the student as necessary.)

Today's story is called "My First Day with a Dragon." What do you think this story will be about with a title like that?

Take a look at the pictures in the story and describe to me what you think is happening.

Allow your student time to look at the pictures in the story on the following pages. Can he or she predict what might be happening?

Read aloud up to the sentence "So, I said, 'Join us for lunch'."

What kind of manners do you think the dragon will have at lunch?

What would you serve a dragon for lunch?

Continue reading the story by taking turns reading lines or by echo reading. (In echo reading, you read a sentence and then your student reads the same sentence.)

My First Day with a Dragon

On a hot, sunny day in July, Big Brother Mascot and I raced each other down to the lake.

I was in the lead when I ran smack into a dragon who was carrying his little toy dragon.



The dragon said, "Excuse me."

I was afraid, but his politeness, big smile, and kind eyes told me I should ask him to play.

And play we did, in the water and out of the water.

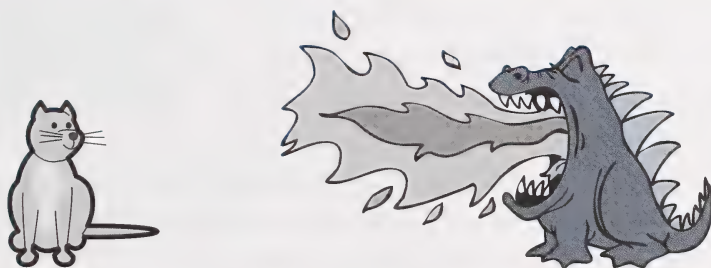


When my brother told me it was time to go home for lunch, Dragon looked sad. I was sad, too. So, I said, "Join us for lunch."

Big Brother was shocked, but then he shrugged his shoulders and said, “Oh, all right!”

My Mom fainted, however, when I invited my dragon friend and his toy dragon to sit beside me at lunch. After Mom recovered, she served a scrumptious lunch.

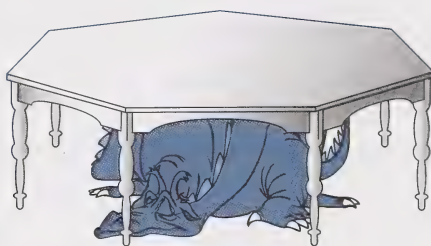
Everything went well until C-Cat walked into the room. Dragon was allergic to cats, so it wasn't long until he felt the need to sneeze.



And what a sneeze it was, with flames shooting from Dragon's mouth and nostrils!

In an instant, there were small fires all over the kitchen. The smoke alarm went off with a loud piercing sound! As Mom hurried to get my little sister, she called out, “Remember our exit plan!”

Unfortunately, Dragon and his toy friend did not know our exit plan. Dragon got scared and hid under the table. He did not know that when there is a fire, it is important to stay low and go outside. Once I explained what we needed to do, Dragon crawled just like I did until we were safely outside. Then we quickly went to my family's safe meeting spot.

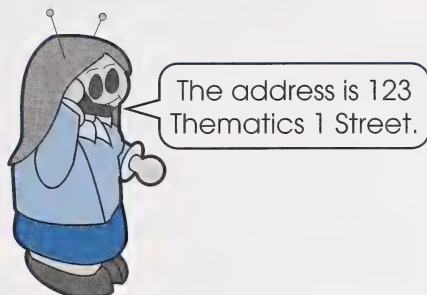


Thank goodness, everyone was there! Mom said she was proud of us for following the exit plan.

Suddenly, Dragon started back towards the house. I ran to ask him what he was doing. Dragon told me he was going to get his little toy dragon. "You can't go back," I said. "We can get a new little dragon, but we can never get a new you." Dragon looked very sad, but he stayed close to me.



Mom went to Mrs. Chan's house to call the fire department.



I was proud that she knew the emergency number without having to look it up in the telephone book. I was also proud of my mom when she told the fire department in a calm and clear voice that there was a fire and then gave them our address. I knew the firetrucks would be here soon to put out the fire.



When the fire department arrived, the men and women firefighters went right to work. Everyone knew what to do. They certainly worked as a team.

Soon the fire was out, but the firefighters still checked all the rooms. A fan was put out the front door to blow out the grey smoke and fumes.

One of the firefighter's let Dragon and me try on a firefighter's hat and we were allowed to sit in the firetruck.



Then, Mom and one of the firefighters went into the house. Shortly afterwards, Mom brought out Dragon's little toy dragon.

Dragon hugged his dragon friend. I hugged Dragon and Dragon hugged me. Then, we had a big group hug.

Now, Dragon and C-Cat stay away from each other and Dragon understands why he can't come for lunch anymore. We still are the best of friends, though.

After you finish reading, ask your student to retell the story.

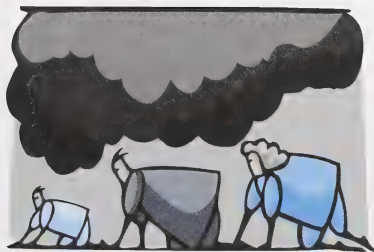
Discuss the points that Mascot knew about the exit plan—crawl low in smoke, don't hide from the fire, meet outside at a safe meeting place, don't go back inside, and call the fire department from a neighbour's house.

Why was it important to get out of the house as quickly as possible?

Where are the smoke detectors located in our house? (If necessary, show the student where the smoke detectors are in your home and check to see if they are working.)

Why did Mascot crawl low in the smoke?

(Smoke rises to the ceiling and the good air stays below it, near the floor.)



Sometimes you have to go out of a building a different way than you came in.

If you are in an apartment building with an elevator, use the stairs, not the elevator.

Why did the family meet at a certain meeting spot outside? (They would then know that everyone was safe and that no one was still inside the burning building.)

Where is our outside meeting spot? (Lead the student to the meeting spot if your family has already chosen one. If a spot has not already been chosen, have a family discussion to choose a safe spot.)

From where we are now, where is the closest exit?

Why couldn't the dragon go back into the house for his little dragon toy?

(Never go back for any reason. Your safety is more important. You can always get new toys.)

How do you phone the fire department?

(Dial the correct emergency number and always phone from a neighbour's house or another safe place.)

Discuss the emergency phone number in your area. Show your student where it is posted. Your street address or land description should be posted near the phone as well. Help the student learn this information.

Choose one of the following phrases to make a poster about fire safety. Write the phrase on a sheet of paper. Draw an illustration to go with the phrase.

Crawl Low in Smoke
Don't Hide in a Fire
Go to the Meeting Place
Never Go Back Inside
Call for Help at a Neighbour's House



Label the back of the completed poster with the student's full name and M9D11 before placing it in the Student Folder.



Writer's Workshop

Read the "Celebration Stories for July" aloud.

===== Celebration Stories for July =====

The month of July begins with Canada Day on July 1. Canada Day celebrates Canada's birthday and the multiculturalism that Canada has to offer. Canada Day is celebrated in towns and cities all across Canada. Watch for fireworks, street dances, parades, crafts, and games. Have you visited a Canada Day celebration near where you live?



Canada Day is a good time to watch fireworks and have picnics and barbecues. It's also a good time to plan for fire safety during holiday time. Matches are tools, not toys, and should only be used by adults. Be especially careful of your clothes and hair near campfires and barbecues. Never play with firecrackers.

How do you celebrate the long, hot days of summer?

Do you visit one of the many fairs or rodeos in Alberta, such as the Calgary Stampede, the Edmonton Klondike Days, the Medicine Hat Exhibition and Stampede, the Annual Westerner Days in Red Deer, or the Ponoka Stampede?

Perhaps music is on the agenda. You might visit a folk festival, Beaverlodge's Country Gospel Jamboree, or Big Valley's Country Music Festival.

On a trip to Vegreville, you could enjoy the Pysanka Festival. What do you think is on display at this festival? If you're not sure, turn back to the "Celebration Stories" on Day 8.

If you visit Sundre, you could be part of The Gathering. A drive to Drumheller would bring you to the Canadian Badlands Passion Play. Or, you might be able to attend an aboriginal Sun Dance or Powwow.

There's lots to celebrate in July!

Have your student write two more "Celebration Stories for July." Be sure your student's full name and M9D11 are written on the back. Place the stories in the Student Folder.

Materials

Student Folder

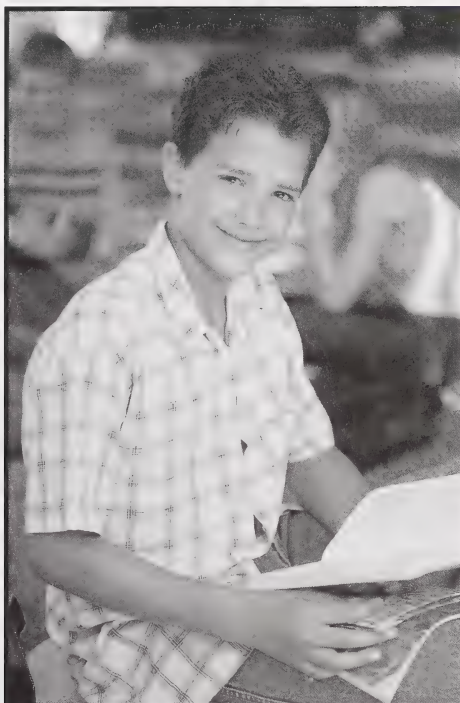


Now would be a good time to take a lunch break.

Silent Reading

Time recommended: 5–10 minutes

Spend a few minutes reading silently.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 11.

Project Time

Time recommended: 50 minutes

If you choose to do Project 1 today, use Project 2 for Enrichment on another day.

Today's projects are from Italy and the Middle East. Show your student these areas on the map or globe. Mention that many families have come to Canada from these areas. You may know a family from Italy, Lebanon, or another Middle East country. If you do, tell your student what you know about their customs and traditions.

Project 1: Mosaics

Mosaics are an art that is very popular in Italy and the Middle East, where glass, stone, and clay are used to decorate buildings and floors. Today's project uses small squares of paper instead of glass, stone, or clay.



First, draw a shape on cardboard or stiff paper. The shape will be filled in with little squares of coloured paper. Make several sections that can each have different colours. Decide what colours you would like in each part of the shape. If you cut your pieces from magazine pictures, then each piece will already have different colours in it.

Cut small squares from the coloured paper you are using. **Note:** Your student might appreciate some help with the cutting. The easiest way to cut many squares is to stack paper together, cut long strips, and then cut the strips into pieces. Each square could be roughly 1 cm square, depending on the size of design the student has drawn.

Lightly cover a section of your design with glue and then set on the paper squares. Leave a narrow space between each square. After the glue has dried, you can draw lines between the squares to create an outline effect.

Project 2: Middle East Sweets

Sweet Rice

| | |
|----------------------|---------------------------------------|
| 250 mL (1 cup) rice | 45 mL (3 tbsp.) margarine or butter |
| 500 mL (2 cup) water | 45 mL (3tbsp.) powdered (icing) sugar |
| dash of salt | ground cinnamon or cardamom |

Heat the rice, salt, and water until boiling. Reduce the heat and cook for 10 minutes. Remove the pot from the heat and let stand for 10 minutes. Fluff with a fork and stir in the butter and powdered sugar. Sprinkle with cinnamon or cardamom.

Oranges and Dates

4 large oranges, peeled and sliced
150 mL (2/3 cup) pitted dates, cut in fourths
30 mL (2 tbsp.) chopped almonds
a sprinkle of orange juice (optional)

Sprinkle the oranges with the dates and almonds. Drizzle with orange juice. Cover and refrigerate at least 4 hours. You might like to garnish with mint leaves.

Sharing Time

Time recommended: flexible

Ask the student to teach someone how to clap the syllables in a word. You could use names of family members, such as mother, brother, and grandfather, as examples. The student could also ask the audience what other ways could be used to show the syllables. Experiment together with snapping, tapping, beating on a drum, and so on.



Sharing Traditional Foods

Many Middle Eastern and Greek foods have found their way to Canadian kitchens. Has your family tried pomegranates, figs, dates, Turkish delight, and halvah? What about Greek salad, moussaka, pita bread, and hummus? Yogurt is a common product in the Middle East. If you have never prepared yogurt at home, it might be fun to try. Consult a cookbook for instructions.

Let's Look Back

Time recommended: 10 minutes

Review your student's knowledge of fire safety by asking the following questions:

Where are the smoke detectors in our home?

What should you do when the smoke alarm sounds?

Should you hide when the fire alarm goes off?
Why or why not?

Should you take time to find your favourite toy(s) before you leave the house?

Do we have a fire-exit plan?

Why do we need one?

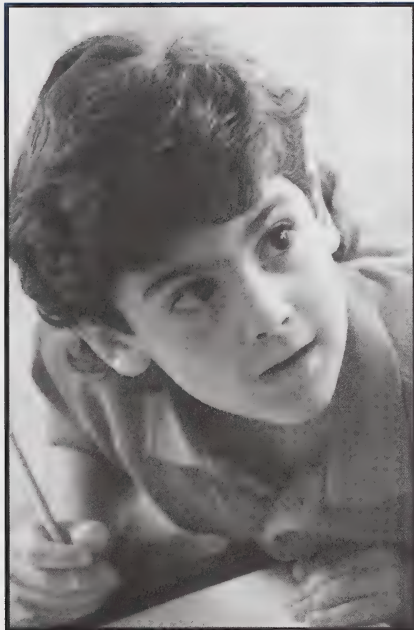
Show me the fire-exit plan.

Is it important to practise the fire-exit plan?
Why or why not?

If you stay overnight at someone's house,
should you know their fire-exit plan?

What is our emergency phone number?

What is your full name and your address?



Materials

Thematic Assignment
Booklet



Complete the checklist for the Day 11: Learning Log in Thematic Assignment Booklet 9B. Add your own comments and your student's comments about fire safety.

Story Time

Time recommended: flexible

Your student might enjoy reading some other stories about fire safety. Check with your local librarian for suggestions.



What's coming up on Day 12?

Tomorrow you will have the opportunity to learn more about the responsibilities of the people in your home and community.

When I Grow Up . . .

Has your student ever talked about a future occupation? There are certainly many exciting choices.

Today your student will explore ways in which family members and other people in the community perform responsibilities, including paid and unpaid work. As you recall the story of Mascot in the Country and Mascot in the City, think about how the location of a family might impact upon the jobs that the parents do. People in Canada not only have different backgrounds and traditions, but the types of jobs people do vary widely.

During Music and Movement, there will be some fun as you take turns leading the singing of a song about a chosen occupation and then create accompanying actions. For Writer's Workshop, you will discuss and write "Celebration Stories for August."



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed
- “Celebration Stories for July” (optional)

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Collections: I’m Busy*
- toothpicks or craft sticks

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 12.

Project Time

Apple and Carrot Confetti

- apples, carrots, lemon, orange juice, sugar, salt, currants

Let’s Look Back

- Thematic Assignment Booklet 9B
– Day 12: Learning Log

Story Time

- mutually chosen reading material
- “Doctor Stickles” and “Garbage Day” from *Toes in My Nose*

Activities

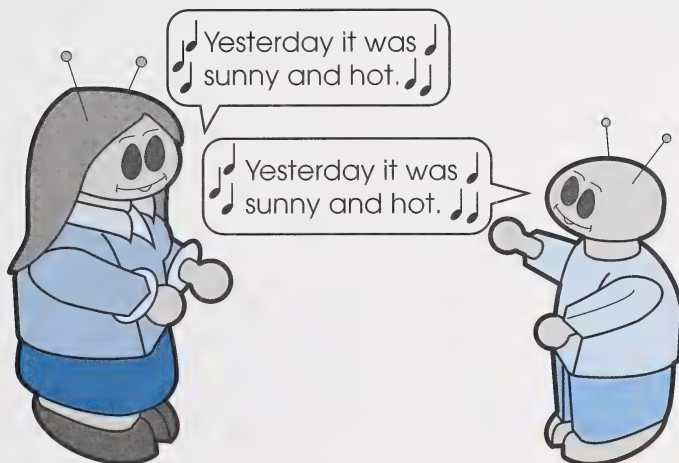
Calendar Time



Calendar Time

Time recommended: 10 minutes

After completing the basic Calendar Time procedure, discuss the day's weather. Have the student draw a small weather symbol on the current calendar date. You could also sing about yesterday and today's weather conditions and then have your student repeat what you sang in tune.



Briefly talk about the "Celebration Stories for July" that were discussed and written yesterday. Encourage your student to locate important dates on a calendar.

Focus for Today

Materials

Thematic Assignment Booklet



Today's focus is on **social studies** and **health and life skills**. In the Day 12: Learning Log, you will be asked to comment on your student's awareness of a variety of occupations and the abilities that different people have. Preview the Day 12: Learning Log in Thematic Assignment Booklet 9B.

Language Arts

Time recommended: 35 minutes

Word Study

Two very important words are included in today's Word Study. The first word is **danger**. The second word is **exit**. Print these words on coloured index cards.

danger

exit

Ask your student to copy each word on a chalkboard or a piece of paper. Tell your student that signs with these words are often printed in upper-case letters. Be sure that your student recognizes them both ways.

Where might the student see the word **danger** printed? Find items around your home that have the word **danger** on them and talk about why it is important to recognize this word.

Ask your student the following questions:

What does the word **exit** mean?

Why is it important to recognize the word **exit**?

(Signs with the word **exit** can show you the way out of a building in an emergency.)

When the word **EXIT** is written in capital letters, it is made with straight lines. Have your student make this word out of toothpicks or craft sticks. Perhaps the student can make a few **EXIT** signs to put by the doors in your home. A **DANGER** sign could be made to go on the cupboard that contains dangerous cleaning substances or medicines.



Phonics and Printing

Today's words end in the letters **-dge**. Begin by reading the following sentences while your student tracks the words with a finger:

Let's play **dodge** ball on the **edge** of the field, next to the **hedge**.

"I'll bring some **fudge** to eat," said the boy with the **badge** as they walked near the **bridge** with their parents.

Ask your student to read the sentences aloud. Then, continue as follows:

Did you notice that the **g** has the "soft sound," like in **gentle**?

What do the highlighted words have in common? (They end in the letters **-dge**.)

On a piece of paper, print a sentence that has one of these **dge** words in it, but instead of writing the word, draw a line where it should be. Then, show me your sentence and I will try to guess which word belongs on the line.

After the first sentence, have your student write two more sentences with other **-dge** words for you to guess.

Music and Movement

Time recommended: 10–15 minutes

What kinds of jobs do people have? You'll sing about some occupations in today's Music and Movement activity.

The song today is “Did You Ever See a Lassie?” The word **lassie** gives a clue about the cultural background of this song. It is from Scotland. The word **lassie** means “girl.” If you want the song to be about a boy, use the word **laddie**.

The tune of the song is a familiar one, but if you don’t know it, substitute a tune of your own choosing. Teach your student the words by singing it through once together. Then, take turns choosing actions that would describe a particular job, such as hammering and sawing for a carpenter or horseback riding for a rancher. Do the actions while you sing. At the end of the song, the person not acting guesses which occupation was shown.



Did You Ever See a Lassie?

Did you ever see a lassie, a lassie,
a lassie?

Did you ever see a lassie go this
way and that?

Go this way and that way and this
way and that way.

Did you ever see a lassie go this
way and that?

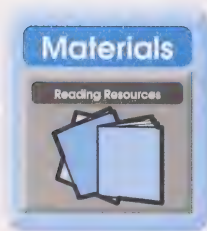
Take turns acting out as many occupations as you can think of. Encourage your student to move to the music.

Language Arts

Time recommended: 60 minutes

Reading

Turn to the *Collections* book *I’m Busy*. Open the book to the Contents page and guide your student to locate the story “Cherry Pie.”



Read the title and the names of the author and illustrator. Then, ask your student to preview the story and predict what it will be about.

Talk about any unknown words, such as **cherries**, **pie**, **myself**, **ready**, and **clean**.

Materials

Home Instructor's Manual



Use the Key Words and Actions Guide to focus attention on the various sounds in these words.

Have your student read the story aloud. Once finished, ask your student to compare his or her prediction to the actual story. Then, have your student retell the story. Help as necessary.

Continue with the following questions:

What did the mother in the story need help with first? (picking the cherries)

Why wouldn't Dad and Sky help Mother? (They were busy. Dad was reading a book and Sky was skipping.)



What did the mother in the story need help with next? (making the pie)

Why wouldn't dad and Sky help Mother?
(They were busy. Dad was watching television and Sky was doing something on the computer.)

What happened when the mother said, "Who will help me eat it?" (Dad and Sky said, "We will!")

What else did Dad and Sky say they would do? (clean up)

Does Mom look happy about having them clean up?

Are the members of this family co-operating with one another?

How are they co-operating or not co-operating?

How do you co-operate?

How do other family members show co-operation?

What does it mean to **volunteer**?

Is it helpful to volunteer? Why or why not?

volunteer: offer one's services without expecting anything in return



What volunteer activities could you do?

Did Mom volunteer to make a pie?

Did Dad and Sky volunteer to clean up?

How could Dad and Sky have helped more?

How could Mom have helped more?

Is it important to co-operate and help one another? Why or why not?

Encourage the student to read the story a few more times with expression. Point out, for example, that when the mother asks the question, “Who will help me make a pie?” the voice should be gradually raised towards the end of the sentence. Have fun experimenting with different voice qualities, such as tone, pitch, volume, pace, emphasis, and pause.

Materials

Home Instructor's Manual



Check the Readers' Theatre section of the Home Instructor's Manual for more information about various aspects of the voice.



Day 12 • When I Grow Up . . .

For the next few days, your student will be learning more about occupations and jobs. Introduce the topic using the following script:

In Module 5 you learned about the needs of a family.

What are a family's needs?

(food, shelter, clothing, and love)

How do families get the money to buy food, shelter, and clothing?

(Often, family members work at jobs to earn money.)

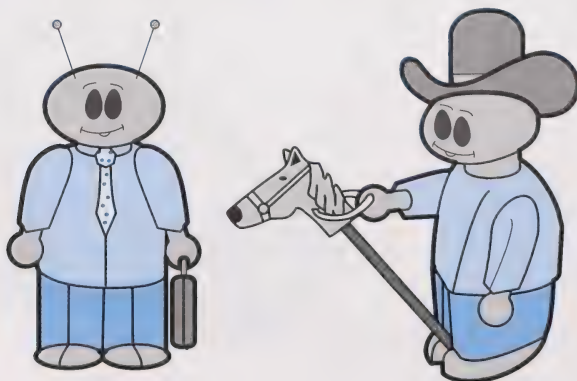
Sometimes one parent in the family has a job to earn money. Sometimes both parents have jobs.

Sometimes older children have part-time jobs to earn money, too.

Think about the story "Mascot in the Country, Mascot in the City" that you read on Day 9.

What kind of jobs do you think the country Mascot's parents might have?

What kind of jobs do you think the city Mascot's parents might have?



People in Canada have many different kinds of jobs.



What kind of work do the members of your family do to earn money?

Help your student understand the difference between jobs that are done at home to help the family (as discussed on Day 3 of Module 5) and paid jobs. If family members are self-employed, explain how they receive money for their work.

Tell the student that you will brainstorm and list as many different occupations as you both can think of. As the suggestions are given, write the names of the jobs on a sheet of chart paper entitled **Occupations**. Help with some of the names. For example, your student might say “airplane driver” instead of “pilot.” Discuss the standard name for the occupation and write it down.



Have your student label the back of the Occupations chart with his or her full name and M9D12. Display the chart in the learning area and add occupations as they are discovered. Your student will need this chart for the writing activities in the days to follow.

Writer's Workshop

Read the "Celebration Stories for August" aloud.

==== Celebration Stories for August =====



August is a month of fairs and rodeos throughout Alberta. The first Monday is Heritage Day, a holiday throughout the province and the rest of the country. There are many local events for Heritage Day. Most events provide the chance to sample ethnic foods, admire handicrafts, and take part in games.

If you're out travelling at this time of year, you might see signs advertising some of these late-summer festivals:

- **Powwows:** Aboriginal dance competitions are held throughout the summer months. What type of costumes might you see at a powwow?

- **Scottish Highland Games:** What instrument would you expect to hear? The bagpipes!
- **Threshing Days:** Threshing is the old-fashioned way to separate grain from the stalks or stems. What do you think happens at these festivals?
- **Food Festivals and Harvest Festivals:** Depending on where you live in Canada, you might find strawberries, corn, apples, lobsters, peaches, cherries, ice cream, or blueberries at these festivals. Which foods would be featured in your area?
- **Pioneer Days:** Take a trip back in time and see what life in your area was like for the pioneers.

Other heritage festivals, such as Swiss National Day, Caribana, and Italian Feast Days, take place all over the country during August.

The Hindu festival of Raksha Bandhan celebrates the love between brothers and sisters. The sister ties a bracelet of woven threads, called a rakhi, around her brother's wrist. In return, he promises to look after her.

Materials

Student Folder



Ask your student to choose two celebrations or occasions to write about. If a computer is available, a word-processing program could be used to create the stories. Encourage the use of a paint or drawing program to create the illustrations as well.

Label the stories with the student's full name and M9D12 and place them in the Student Folder.

Journal Writing (optional)

Invite your student to discover more about the occupations of the people in your family.

Choose one person in your family and write about what kinds of things that person does in his or her job.

You could write about your home instructor's job.

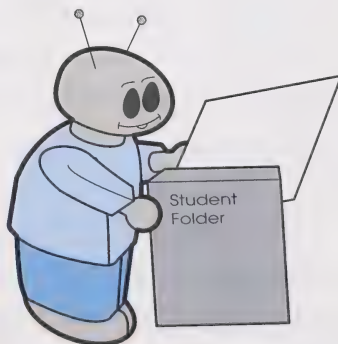
Materials

Student Folder



Discuss with your student the types of activities the person does on the job. Ask your student to write one or two sentences about the occupation.

When the page is complete, label it with the student's full name and M9D12. Add it to the Student Folder.

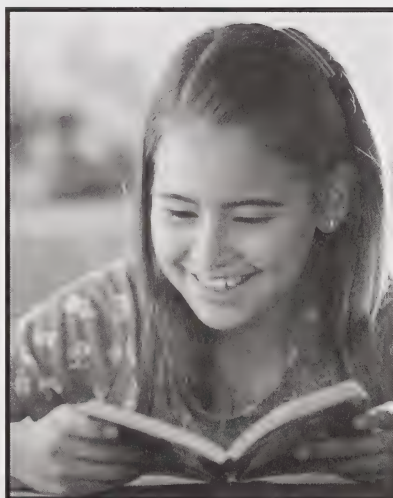


Now would be a good time to take a lunch break.



Silent Reading

Time recommended: 5–10 minutes



Enjoy silent reading for a few minutes.

Math Time

Time recommended: 45 minutes

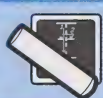
Proceed with Mathematics Module 9, Day 12.

Project Time

Time recommended: 50 minutes

Activities

Teaching Tip



Sharing Traditional Foods

Central and Eastern Europe are home to hearty and wholesome fare. There's borscht, piroshki, perogies, cabbage rolls, goulash, potato salad, and buckwheat. Thick, dark rye bread can almost be a meal in itself. Do you have family recipes for any of these dishes? Each has as many variations as there are cooks. One cook adds cumin and dill to borscht, another chops pickles and apples into potato salad. Cabbage rolls might contain ground pork or beef or buckwheat, and may be cooked in tomato juice, apple juice, sauerkraut, or cream. And how many types of fillings have found their way into perogies?

Apple and Carrot Confetti

This dish originates from Eastern Europe.

The student can do the mixing, but the grating should be done by an adult.

| | |
|-----------------------------------|----------------------------------|
| 30 mL (2 tbsp.) fresh lemon juice | a handful of raisins or currants |
| 30 mL (2 tbsp.) orange juice | pinch of salt |
| 500 mL (2 cups) grated carrots | pinch of sugar |
| 500 mL (2 cups) grated apples | |

Combine the juices and grate the apples and carrots into the juice. Toss all the ingredients together and serve.

Sharing Time

Time recommended: flexible

Gather the family together for a discussion about fire safety. If you haven't already done so, develop a fire-exit plan to be used in the event of a fire. Practise the plan and talk about any changes that could be made to improve it. Learn and practise saying the emergency phone number(s), your first and last name, and your address.

You could also discuss ways that people perform responsibilities in the community, including paid and unpaid work. Also, talk about ways people volunteer at home and in the community. Perhaps family members would like to select and perform a volunteer task for a member of the family or arrange to do one for someone in the community.

Let's Look Back

Time recommended: 10 minutes

Check your student's awareness of occupations and differing abilities by asking the following questions:

What are some of the jobs and occupations you listed on the Occupations chart?

(If you haven't already done so, post the chart and have your student review it if necessary.)

Which job do you think you would be interested in doing?

Would all people be interested in that same job? Why or why not?

(Guide your student to understand that people are interested in different things. Most people choose to work at something they are good at and that they enjoy doing.)

What job would a person who loves animals like to have?

(Accept any reasonable response, such as a farmer, a veterinarian, a veterinarian assistant, or an animal trainer.)



What job would someone who is good at working with machines like to have?

(a mechanic, an equipment operator, a mill or factory operator)

Do you remember when we read about Helen Keller on Day 10? The last page of the story told us about some of the jobs that she did. Tell me about her work. (If necessary, reread the last two paragraphs of the story. Helen Keller was a writer and a speaker. Her work helped people who were blind and deaf.)

Can people who are blind have jobs?

What kind of jobs do you think they could do?

What jobs could a person in a wheelchair do?

Materials

Thematic Assignment Booklet



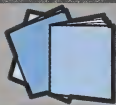
Add your student's comments and your own to the Day 12: Learning Log in Thematic Assignment Booklet 9B. Complete the checklist.

Story Time

Time recommended: flexible

Materials

Reading Resources



You might enjoy revisiting some poems about occupations. “Doctor Stickles” and “Garbage Day” in *Toes in My Nose* were introduced in Module 6. Enjoy reading them again.



On Day 13 you will review the story “My First Day with a Dragon” and learn more about firefighters.

Let's Review Fire Safety!



There will be several opportunities throughout the day to review fire safety and discuss the important occupation of firefighting. Other occupations will be discussed as well.

The tools that are used by firefighters and people in other occupations will be discussed, too. Creating a “safe playhouse” during Project Time will give your student the opportunity to apply his or her knowledge of fire safety.

Today’s “Celebration Stories” are for the month of September. What are your student’s favourite celebrations or occasions during this month?

Phonics skills focus on compound words. Your student will have a chance to put words together to form longer words.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed
- “Celebration Stories for August” (optional)

Language Arts

- Thematic Assignment Booklet 9B
 - Day 13: Compound Words
 - Day 13: Name That Tool
- chalk

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 13.

Project Time

- boxes, blankets, or other supplies to create a playhouse

Let's Look Back

- Thematic Assignment Booklet 9B
 - Day 13: Learning Log

Story Time

- mutually chosen reading material



Calendar Time

Time recommended: 10 minutes

Once you have completed the basic Calendar Time procedure, discuss the day's weather and have the student draw a small weather symbol on the current calendar date.

Sing a sentence about yesterday's and today's weather conditions and encourage your student to repeat what you sang in tune.

For an additional challenge, have your student clap the syllables in the words of the sentence.

Depending upon your student's interest, briefly talk about the "Celebration Stories for August" that were discussed and written about yesterday. Encourage your student to locate the dates on a calendar.

Focus for Today

Materials

Thematic Assignment Booklet



You will comment on your student's ability to understand and apply **phonics** skills. Specifically note how your student applies phonics knowledge during Reading and Writing activities. Preview the Day 13: Learning Log in Thematic Assignment Booklet 9B.

Language Arts

Time recommended: 35 minutes

Spelling

Take a few minutes to review the six spelling words from Day 3. If the weather is fine, you could use chalk to make a spelling hopscotch outside. Otherwise, make a spelling hopscotch inside. It can be either full-sized or a miniature one on a piece of paper. Make six squares for "jumping" and print a spelling word in each.

Your student could throw a penny or another suitable marker into a square, say the word aloud, and then close his or her eyes and spell it aloud. When the word has been spelled correctly, the student "hops" to the next spelling square, tosses the penny again, and repeats the procedure. Continue until all the words have been practised.

Phonics and Printing

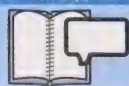
Use the following script to review compound words with your student:

Today you will again study **compound** words.

Compound words are made by putting two words together.

Activities

Home Instructor's Script



We will use the word **play** and some other words to make new compound words.

Cut a piece of paper into six sections. On one section, ask your student to print the word **play** while you print the following words on the other pieces: **house**, **time**, **pen**, **ground**, and **mates**.

Place the words you wrote face down in front of you.

Your student holds the word **play** in his or her left hand and asks,

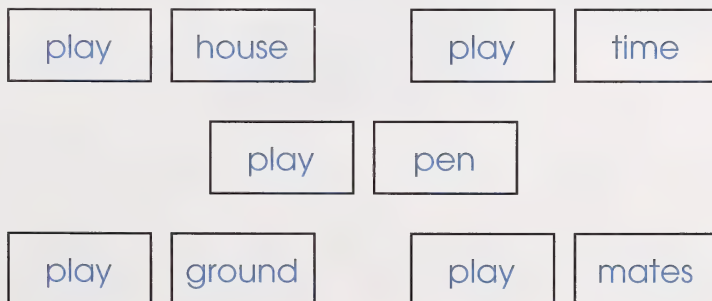
"Which word wants to be with the word **play**?
May I take a word away?"

Your answer is

"Yes, yes, you may.
Take one away."

Your student chooses a word from your pile and holds it in his or her right hand. Then, the student reads the new word that is formed by combining the word in the left hand with the word in the right hand. Once the compound word is read, place the word that was added to the word **play** to the side. Your student keeps **play** in his or her left hand and asks the questions again. Repeat until all the words have been used up.

After playing, review that when two words are put together, they form a compound word.



Day 13 • Let's Review Fire Safety

We use many compound words every day, such as **fireplace**, **doorbell**, and **bedroom**.



What word could you add to **bath** to make a compound word? (room, tub)

What word could you add to **news**? (paper)

What word could you add to **toe**? (nail)

What word could you add to **eye**? (brow)

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 9B and follow the directions to complete Day 12: Compound Words. Ask your student to cut the word boxes apart along the dotted lines. Have your student reassemble the words to form compound words. Do any words work with more than one word?

Comment about the student's ability to make compound words in today's Learning Log.

Music and Movement

Time recommended: 10–15 minutes

Review the fire-safety procedures that were learned yesterday and sing the following song.

Fire-Exit Plan

When the smoke detector sounds the alarm,
Sounds the alarm, sounds the alarm
When the smoke detector sounds the alarm,
We'll quickly follow our fire-exit plan.

We'll crawl right out the closest door,
The closest door, the closest door.
We'll crawl right out the closest door
And meet at our chosen place for safety.

We'll check to see that everyone is safe,
Everyone is safe, everyone is safe.
We'll check to see that everyone is safe
At our chosen place of safety.



Have fun creating other verses that review the steps of your fire-exit plan. While singing each verse, act out that part of the fire-exit plan.

Language Arts

Time recommended: 60 minutes

Reading

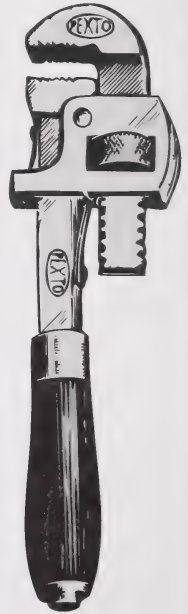
Discuss the tools needed for various jobs. Introduce the topic by discussing the tools shown below. Ask your student which occupation might use each tool.



hammer



axe

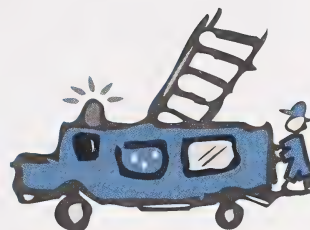


wrench

Ask your student to read the following poem. Observe which phonics skills your student uses to figure out words. Assist with some of the more difficult words, but allow the student time to try to decode them independently first.

Fire! Fire!

Fire! Fire! Fire! Fire!
Hear the siren blowing.
Fire! Fire! Fire! Fire!
Firefighters are going
To climb the ladder
And squirt the hose.
With a sh, sh, sh, sh,
Out the fire goes.



Traditional

What tools did the firefighters use in the poem?

Can you think of other tools firefighters would use?

Choose several jobs and discuss the tools needed for each one. Also, briefly discuss general details about occupations that your student finds especially interesting.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 9B and follow the directions to complete Day 13: Name That Tool.

Discuss the following questions with your student:

What do you know about firefighters?

What abilities do you think a firefighter would need to have? (strength, bravery, first-aid knowledge)

Day 13 • Let's Review Fire Safety

Reread the story “My First Day with a Dragon” from Day 11. Encourage the student to read the story independently. When finished, ask the following questions:

Do you have any questions about the story?

(Take time to discuss the student's questions.)

What did you like best about this story?

What lessons were learned by the people in the story?

What did you learn from the story that you didn't know before?

What special clothes do firefighters wear?

Why do they wear hats?

Why do they wear masks?

What tools and equipment do firefighters use?

Why? (Firefighter's tools and equipment are specifically made to help them rescue people and property from a variety of emergency situations.)



Why is it important to stand a safe distance away from where firefighters are fighting fires? (Accept any reasonable response, such as the fire could set off an explosion and people could get hurt, or firefighters need to have a lot of room to fight fires.)

What do you think a firefighter would say is the thing that matters most in a fire situation?

(Everyone gets out safely.)

Discuss what a firetruck looks like. If possible, arrange a field trip to a fire station so that your student can observe firefighters and their equipment up close.

Writer's Workshop

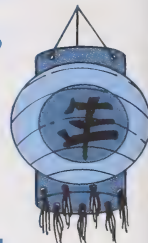
Read "Celebration Stories for September" aloud.

== Celebration Stories for September ==

September is the time to celebrate autumn and the fullness of the harvest. The Autumn Equinox (equal daytime hours and nighttime hours) takes place on September 22 or 23.

At about this time of year, the wild-rice harvest starts. Some Aboriginal people begin with a ceremony of Thanksgiving. The harvest takes a few weeks. Since wild rice grows in shallow waters, canoes are needed to harvest it.

The moon is important to many fall festivals. In the Chinese Mid-Autumn Festival, moon-shaped lanterns are displayed. At the Korean Moon Festival, called Chusok, girls traditionally do a circle dance for the moon. Trung-Thu is a Vietnamese moon festival. Children parade on the street, carrying glowing lanterns, wearing masks, and eating tasty treats called moon cakes.



Rosh Hashanah is the Jewish New Year. A tradition is to eat an apple or other fruit dipped in honey to wish for a year filled with sweetness. Yom Kippur is the most important holy day for Jewish people. It's a time to solve old problems and mend disagreements.

Fall fairs can be found in many towns and cities. As produce ripens in gardens and on farms, there is much to celebrate! You might enjoy a visit to a farmer's market or market garden. Many church and community groups hold special dinners in September featuring local produce.

For many students, fall is the time for returning to their studies at schools, colleges, and universities—a celebration of knowledge!

Materials

Student Folder



Ask the student to choose two September celebrations to write about. Label the back of the page with the student's full name and M9D14 and add this page to the Student Folder.

Are you ready for lunch?

Silent Reading

Time recommended: 5–10 minutes

If the weather is fine, you could read outdoors. If not, find a comfortable spot indoors!



Math Time

Time recommended: 45 minutes

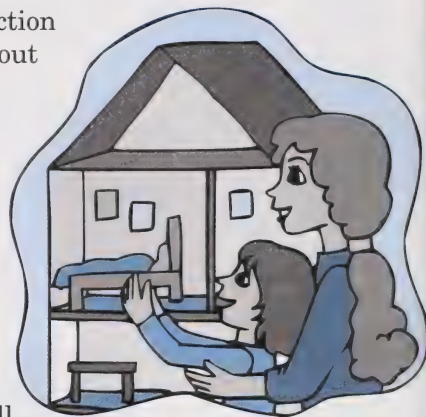
Proceed with Mathematics Module 9, Day 13.

Project Time

Time recommended: 50 minutes

Guide your student in the construction of a “safe” playhouse and then act out a fire drill. There are several different ways of doing this activity, and you could choose whichever way you wish. Invite friends or family members to join in. This project could be done outside or inside.

The playhouse could be made large with boxes, blankets, and furniture, or it could be made small with small boxes and toy people.



Whichever way you choose, your role play will need these things:

- Each room needs **two ways out**. (One can be a window.) Over each way out, you will hang an **EXIT** sign.
- Place a **smoke detector** near the bedrooms.
- Designate a **safe place** outside the house for family members to meet at.
- Mark a spot as a **neighbour's house** to make the **phone call** to the fire department. You could make a model house for this purpose. If you have a toy phone, put it in the neighbour's house.
- Place the **emergency number(s)** and your **address** close to the phone.
- Place the emergency number and the neighbour's address near the neighbour's phone.

You will also need some friends, toys, or stuffed animals to be the firefighters and family members.

Once the “safe” playhouse has been constructed, get ready for your fire drill.

Each family member can be busy doing something in an assigned room. You can ring a bell or make a loud sound to show the smoke detector has been activated.

Have the student model the chosen fire-exit plan and then guide other family members through it. If stuffed animals are used to act out the parts of family members, have your student lead them through the exit plan. Remember, crawl low in smoke, don't hide, meet at the meeting place, don't go back inside, and call from a neighbour's house.

Assign another family member, a friend, or a stuffed animal to act out the role of firefighter. Provide paper or cardboard “tools” and equipment props to enhance the realism of the production.



Sharing Time

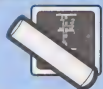
Time recommended: flexible

For Sharing Time, you could invite family members to observe the playhouse fire drill if they weren't part of it earlier.

This might also be a good time to share the “Celebration Stories” from the last three days. Perhaps some of the celebrations and occasions will provide ideas about what your family might like to do this summer and fall.

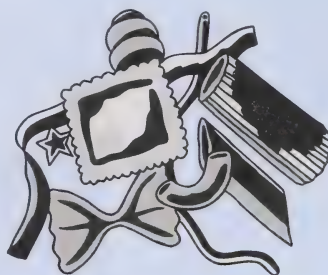
Activities

Teaching Tip



Sharing Traditional Foods

Italian food is often very popular with children (and adults, too!). Pasta, lasagne, pizza, and gelato (Italian ice cream) are familiar additions to many family tables. Is there a type of pasta you haven't yet tried? Perhaps there are cheeses you've been meaning to sample. Would your family enjoy eggplant or artichokes or other Italian specialities, such as squid, prosciutto, or veal? There are many excellent cookbooks available featuring Italian food. Your local library might be a good place to start.



There are many different kinds of pasta. What's your favourite?

Let's Look Back

Time recommended: 10 minutes

You could ask the following questions to help comment on your student's development in phonics skills:

How do you use the information you have learned in Phonics to help you read new words?

What is a compound word?

How can you predict what sound a vowel will have in a word? (**Double vowels** or a **super e** usually make the vowel say its own name. If there is only one vowel in a word, it usually makes the “short” sound.)

What phonics skills are still difficult for you?

You could ask some general questions about the day:

What was your favourite activity today?

Did you remember all the fire-safety rules when you had the fire drill in your playhouse?

Materials

Thematic Assignment Booklet



Complete the Day 12: Learning Log in Thematic Assignment Booklet 9B.



Story Time

Time recommended: flexible

Your student might enjoy another poem by Robert Louis Stevenson. After hearing it once, your student could choose to read it independently.

The Swing

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it is the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

Robert Louis Stevenson

Do you agree
that swinging is the best?

You'll sing in another language
when you swing into Day 14!

Follow the Lines

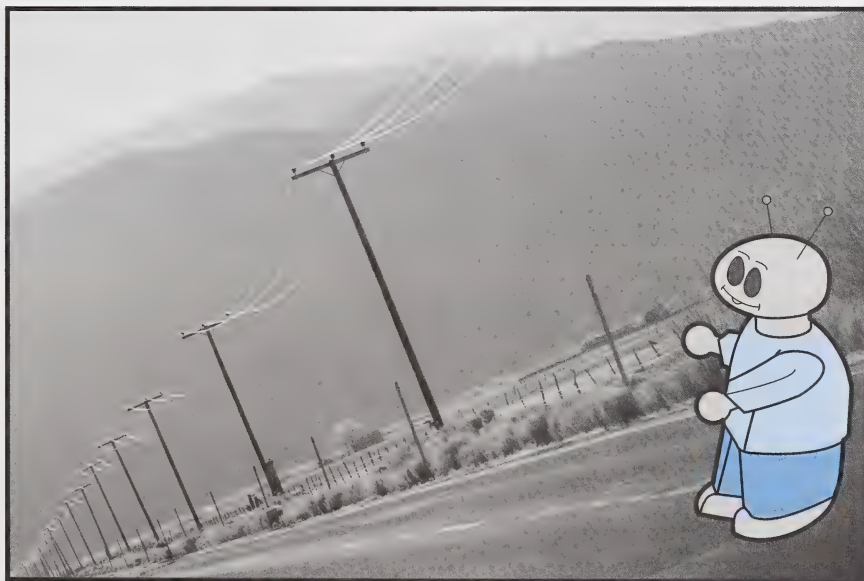
What kinds of lines do you think you will find in today's lesson? Do you think there might be lines of a song? Telephone lines? Drawing lines? Lines of a story? Yes, all of those lines are here.

In today's Language Arts, Who Works Where? will be the topic. Your student will learn about fixing phone lines in the story "I Fix Phones."

In Music and Movement, you'll learn the lines to a song in another language. Phonics and Printing draws the line between syllables, and the "Celebration Stories" line up the month of October.

During Project Time, your student will paint lines using some unusual painting tools.

So, line up, and join the lesson! Have fun following the lines!



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- old magazines for cutting
- “I Fix Phones” in *Dive In*

Music and Movement

- recording of a song in another language, such as “May There Always Be Sunshine” from *10 Carrot Diamond* by Charlotte Diamond (optional)

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 14.

Project Time

- paint, paintbrush, toothpicks, wooden craft sticks, fork, aluminum foil

Let's Look Back

- Thematic Assignment Booklet 9B
– Day 14: Learning Log

Story Time

- mutually chosen reading material

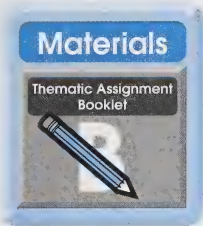


Calendar Time

Time recommended: 10 minutes

After the basic Calendar Time procedure, talk about the regular and predictable cycle of seasonal changes, such as changes in sunlight and changes in weather. Focus your student's attention on any patterns.

Focus for Today



Today's focus is on **music**. In the Day 14: Learning Log in Thematic Assignment Booklet 9B, comment on your student's enjoyment of and participation in music activities. Preview the Day 14: Learning Log in Thematic Assignment Booklet 9B. There will be singing activities in today's Music and Movement session, but you can base your Learning Log comments on all the times you have recently enjoyed music together.

Language Arts

Time recommended: 35 minutes

Word Study

Print the high-frequency words **will** and **want** on coloured index cards. Test your student for immediate recognition of the words. Place each word that is easily recognized in the word bank.

will

want

If further practice is needed, continue with the instructions that best suit your student's needs.

Invite the student to look in a mirror and notice the position of his or her mouth and tongue when saying the sounds in the word **will**. Use the Key Words and Actions Guide to review these sounds.

w





water



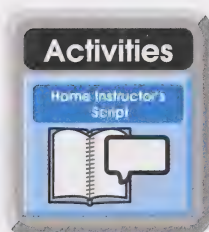
Form the word **water** in sign language. Begin with the right hand letter **w**, as shown. Then touch the index finger of your **w** hand to your mouth a few times to indicate drinking water.



Day 14 • Follow the Lines

| | | | |
|---|---|--|---|
| i | <p>You're it!</p>  | <p>Touch your head as though you've been tagged and say, "You're i-i-it!"</p> |  |
| I | <p>la-la-la</p>  | <p>Emphasize that the letter I is a musical sound by saying "la-la-la."</p> |  |

On a piece of paper or chalkboard, print the word **will** and, below it, the word **fill**. Continue with the following script:



Say the words **will** and **fill**.

Tell me what position your mouth and tongue are in when you say these words.

Are your mouth and tongue in the same position when you say the "f" sound in the word **fill** and the "w" sound in the word **will**?
(no)

Are your mouth and tongue in the same position when you say the "ill" sound in these words? (yes)

How do the words **fill** and **will** look the same?
(They have the same **-ill** ending.)

How do these words look different?
(They have different beginning letters.)

Do the words **fill** and **will** rhyme? (yes)

How do you know these words rhyme?
(They have the same ending sounds.)

Name some other words that rhyme with the words **fill** and **will**.

(Bill or bill, dill, hill, Jill, kill, mill, pill, still, till)

To help recognize the word **want**, ask your student to pronounce it while looking in a mirror and noticing the position of his or her mouth and tongue when saying the sounds. Focus the student's attention on the letter **a**, and explain that it does not have a short or long sound, but rather makes a "short o" sound. The other letters in the word are pronounced normally. It might be helpful for your student to think of the word **want** as a jail word because it does not follow the rules.

want

Phonics and Printing

Today your student will be introduced to the sounds of the letter combinations **-ture** and **-tion**. Introduce these letter combinations as follows:

Sometimes groups of letters make rather surprising sounds.

Ask your student to read the following sentence:

Draw a picture.

Listen to the sound of **ture**.

What sound does it make? ("chur")

Have your student read the words on the following page. If help is needed, suggest sounding out the first part of the word and then adding the **-ture** ending sound.

It's easier to read long words if you break them into syllables.

| | |
|--------------------|------------------|
| picture | (pic-ture) |
| nature | (na-ture) |
| future | (fu-ture) |
| capture | (cap-ture) |
| pasture | (pas-ture) |
| adventure | (ad-ven-ture) |
| furniture | (fur-ni-ture) |
| temperature | (tem-per-a-ture) |

Read the list again, clapping the syllables as you read.

Instruct your student to choose one of the **-ture** words to put on a white index card. Ask the following question:

Why did you choose this word?

Have your student read the following sentence, and then answer the questions:

We went to the fire **station**.

What sound do you hear at the end of the word **station**?

What sound does **-tion** make? ("shun")

Ask your student to read the following words. If help is required, suggest sounding out each syllable. Demonstrate if necessary.

It's easier to read long words if you break them into syllables.

| | |
|--------------------|-------------------|
| station | (sta-tion) |
| action | (ac-tion) |
| vacation | (va-ca-tion) |
| collection | (col-lec-tion) |
| addition | (ad-di-tion) |
| subtraction | (sub-trac-tion) |
| imagination | (i-mag-in-a-tion) |

Ask the student to read the list again. This time, echo clap the syllables in the words. In this case, echo clapping means that one person claps the number of syllables in a word and then the partner claps the same number. Continue with the following riddle:

Next is a mystery **-tion** word. Try to guess what it is. Here are your clues:

- It's an important word to know for safety.
- It means "Be Careful."
- Sometimes you find it in the same place as the word **danger**.

What word is it? (**caution**)



Write the word **caution** and one other **-tion** word on white index cards. Print **caution** in lower-case letters and also in capital letters. Add these words to the New Word Box. Remember to review these words frequently.

Music and Movement

Time recommended: 10–15 minutes



Today's Music and Movement is about singing ethnic and folk songs. Does your student know any songs in a language other than English? Are there any from your heritage that you can teach your student? If so, sing those songs in today's Music session.

Even though your student might not know the meaning of the words, enjoy the rhythm and melody.

If you do not know any songs from your heritage, consider the following list of familiar French songs:

- Alouette
- Frère Jacques
- En Roulant ma Boule
- La Poulette Grise
- Sur le Pont d'Avignon
- Au Claire de la Lune
- Vive la Compagnie

Do you know any of these? Perhaps you have recordings of them that you can play and sing along to. The English and French words for one of the songs has been given as an example.

Are You Sleeping?

Are you sleeping? Are you sleeping?
 Brother John? Brother John?
 Morning bells are ringing.
 Morning bells are ringing.
 Ding ding dong, ding ding dong.

English Traditional

Frère Jacques

Frère Jacques, Frère Jacques,
 Dormez-vous? Dormez-vous?
 Sonnez les matines.
 Sonnez les matines.
 Din, din, don!
 Din, din, don!

French Traditional



If you're not familiar with these songs, sing and clap along with the Charlotte Diamond song "May There Always Be Sunshine" on the audiocassette *10 Carrot Diamond*. Guide your student to clap once for each syllable. If your student would like to do the signs for this song, refer back to the Music and Movement activity in Day 10.

Language Arts

Time recommended: 60 minutes

Reading

Who works where? That's the question to be answered as you continue your discussion about occupations.

Today we're going to talk about **where** people work.

Are there any questions that you would like to ask about some chosen occupations?

Where does a gardener work?

Where does a pilot work?

Where does a fisher work?



Print this next question on a piece of paper and ask your student to read it:

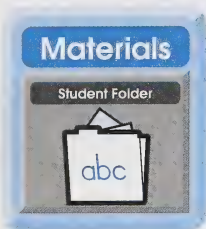
Who works in a hospital?

Let's see how many jobs we can think of that people work at in a hospital.

List the jobs as the student thinks of them. The list might include doctors, nurses, dentists, orderlies, cooks, janitors, clerks, and others.

Next, ask your student to cut several pictures from magazines that show places where people work. These pictures might include a business office, school, department store, fire station, and so on.

Your student can glue the pictures on a sheet of paper and then list occupations that apply to each environment. Provide assistance with spelling when necessary and title the chart “Who Works Where?”



Label the back of the Who Works Where? chart with your student's full name and M9D14. Place it in the Student Folder.

In the Reading selection today, your student will work with the letter combination **ph**, which makes an “f” sound.

Read the following sentence aloud to the student. Track with your finger as you read. Ask your student to watch the words as you say them. Emphasize the underlined words. Read the sentence twice.

Did you hear about the **gopher** who learned the **alphabet**?

What do you notice about the **ph** sound?



gopher **alphabet**

Which letters make the “f” sound in **gopher**?

Which letters make the “f” sound in **alphabet**?

In each word the “f” sound is made by the letters **ph**.

Demonstrate the key action for the **ph** sound and discuss the key word.

| | | | |
|------------------|---|--|---|
| <p>ph</p> | <p>phone</p>  | <p>With your three middle fingers tucked in and your thumb and baby finger extended, hold your hand to your mouth and ear.</p> |  |
|------------------|---|--|---|

On the Contents page of *Dive In*, have your student locate the story “I Fix Phones” and then turn to page 37



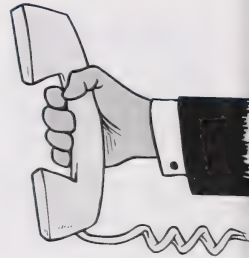
Proceed with the following dialogue:

In the title there are two
“f” sounds.

One is made by the letter **f**.

One is made by the letters **ph**.

Read the title aloud.



Have your student preview the pictures in the story and make predictions about what is happening.

Ask where the author’s name is given (beneath the title) and read the author’s name together.

Your student may be able to figure out most of the words in this selection without help. If there are words your student is unfamiliar with, encourage the use of reading strategies practised throughout the year. For example, encourage your learner to sound out the beginning letters of unknown words or look at the pictures before reading each page.

Talk about the setting of the story and then ask your student to read the story.

Discuss Neita’s occupation by asking the following questions:

What abilities would a telephone repair person need to have?

What would be interesting about the job?

What might be hard about the job?

If you have had a repair person to your home recently, discuss what your student remembers about the visit and what the person needed to fix.

Ask the student to read the selection a second time to show a growing understanding of the words.

Writer's Workshop

Read the "Celebration Stories for October" aloud.

==== Celebration Stories for October ====

The air is cooler and the nights are longer. It's time for the celebrations of October. What does your family enjoy in October? Do you have a special meal at Thanksgiving?



In Canada, Thanksgiving is a holiday celebrated on the second Monday in October. It's a time of being thankful for the harvest and the abundance of good things in life. Many years ago, the early settlers in Canada and the United States were thankful for their new land. They learned about pumpkins and squash from the native people. Corn, beans, and squash are important to some native people, and are sometimes called the three sisters. The Iroquois have two ceremonies in the year—one to pray that corn, beans, and squash will grow; and one at harvest time to give thanks for the food.



Oktoberfest is a German tradition and is celebrated with music, singing, dancing, and lots of German foods, such as sausage and sauerkraut.

The Hindu festivals of Navaratri and Dussehra stretch over ten days and celebrate the triumph of good over evil. Sweets, such as halvah, are served and there are often fireworks.

October ends with Halloween. Many years ago, it was the tradition to put a little gift of food and drink on the doorstep on this day in order to have good luck for the year. The tradition gradually changed to what we have now—ringing the doorbell and asking for a treat. If you like to put a jack-o-lantern out for the evening, consider putting a flashlight inside instead of a candle. It's much safer and works just as well.



Do you have a traditional way of preparing the yard or house for the winter? Are the Canada Geese on their way south? Do you hear their honking drifting into the house from high above on frosty nights?

Materials

Student Folder



Have your student choose two October celebrations to write about and illustrate.

Label the back of the writing assignment with the student's full name and M9D14 and add it to the Student Folder. The "Celebration Stories" will be submitted on Day 18.

Now would be a good time to take a lunch break.

Silent Reading

Time recommended: 5–10 minutes

Enjoy today's reading time outdoors if the weather permits.

**Math Time**

Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 14.

Project Time

Time recommended: 50 minutes

Your first Project Time activity is about making lines using paint and different objects for brushes. You'll need several pages of newsprint, one or more colours of paint, a paintbrush, a few toothpicks, some wooden craft sticks, a fork, and a crumpled-up piece of aluminum foil.

Note to Home Instructor: This Project Time is set up as a lesson, with instructions throughout the session. You might enjoy taking part in the lesson and following the instructions, too. Read the following instructions to your student.

Step 1: Print Your Full Name

Use the paintbrush or another tool to neatly print your first and last name in the middle of a piece of paper. Remember to capitalize the first letter of each name.

Your name is printed using lines. What kinds of lines were used to make your name?

Do some letters in your name have curved lines? Print those letters at the bottom of the page.

Do some letters in your name have slanted or diagonal lines? Print those letters at the top of your page.

Print letters with up-and-down, or vertical, lines on the left side of your paper.

Print letters with side-to-side, or horizontal, letters on the right side of your paper.

Which letters were used more than once?

Step 2: Different Types of Lines

Take a new piece of paper and divide it into four sections by folding the paper in half twice.

- Take the toothpick and dip it in the paint. Make a variety of thick, thin, wavy, and straight lines in one section. What do the lines look like when you use the side of the toothpick? What do they look like if you use the tip?
- In a second section, use the wooden craft stick to make a variety of lines using different parts of the stick. Are these lines like the toothpick lines? How are they different?
- Dip the fork in paint and use it to make lines in the third section. What do these lines look like? Try using different parts of the fork. How do the lines change?
- In the last section, use the scrunched-up foil to make lines. How are these lines different from other lines you have been making today?



Step 3: Designing Some Lines

On a third piece of paper, make some designs using the types of lines and tools that you chose. Include thin lines and thick lines, zigzag, wavy, curvy, and broken or dotted lines. Have fun! Challenge yourself to think of other tools you could use to make lines!

Label the back of each page with the student's full name and M9D14. Once the paint has dried, place each page in the Student Folder.



Sharing Time

Time recommended: flexible

Your student may display the Who Works Where? chart from this morning's Language Arts. If some members of the audience work outside of the home, ask them about the jobs other people they work with do.

Another option would be for the student to show the lines from Project Time. Can people guess what tool each line was made with?

Activities

Teaching Tip



Sharing Traditional Foods

Does your family enjoy Mexican food? Empanadas, tortillas, tacos, and burritos can be found at food courts and restaurants throughout Canada. Have you tried Spanish, Portuguese, or South American foods? Many South American dishes use potatoes, which originally came to Europe (and then to North America) from the Andes. Corn is also an important ingredient. In Spanish and Portuguese cooking, you might find paella, gazpacho, and seafood, such as squid, cod, and clams.

Let's Look Back

Time recommended: 10 minutes

Talk to your student about his or her enjoyment of music. What are some favourite songs? Are these favourites action songs, clapping songs, story songs, or nonsense songs? Does your student prefer to sing alone or with others? What does your student think is the easiest way to learn a new song?

Materials

Thematic Assignment Booklet



Complete the Day 14: Learning Log in Thematic Assignment Booklet 9B.

Story Time

Time recommended: flexible

Many children's books deal with occupations. Check your local library for titles and series or use the list of additional resources for ideas. Perhaps you already have books about the topic in your home.



You have followed the lines all the way to the end of the lesson!

There's more fun ahead on Day 15.

In Good Shape

You'll be taking a fire-safety tour today to make sure your home is in good shape. In Project Time you'll be making shapes. In Reading you'll discover that good friends come in all shapes, sizes, and abilities.

During Music and Movement, you'll play a game that has been around for hundreds of years. It has travelled around the world in that time. Can you guess what game it is? Here's a clue. It is sometimes played with pebbles, sometimes with a small ball, and sometimes with little metal shapes that are easy to pick up.

That's the shape of today's lesson. Have fun!



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- Thematic Assignment Booklet 9B
– Day 15: Long and Short Vowels
- “Millie and Patrick” in *Dive In*
- *Collections Writing Dictionary*

Music and Movement

- pebbles or beans
- small bouncing ball
- jacks game (optional)

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 15.

Project Time

- yarn or string
- stiff coloured paper or cardboard

Let's Look Back

- Thematic Assignment Booklet 9B
– Day 15: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Complete the basic Calendar Time procedure, including recording a small weather symbol on today's date.

Focus for Today

Materials

Thematic Assignment Booklet



Safety is the focus of today's Learning Log. In this morning's Language Arts, you and your student will do a home-safety check and a review of the people who are responsible for safety in your community. In the Reading activity, you will discuss concern for others and friendship.

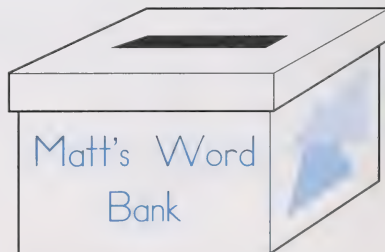
Language Arts

Time recommended: 35 minutes

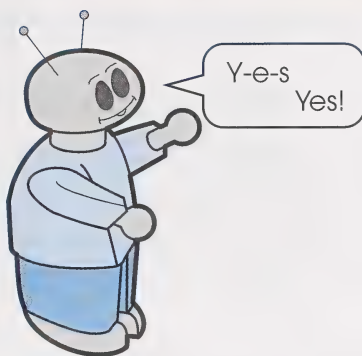
Word Study

Print the high-frequency word **yes** on a coloured index card. Test your student for immediate recognition of this word. If it is easily recognized, place it in the word bank.

yes



If further practice is needed, invite the student to look in a mirror and notice the position of his or her mouth and tongue when saying the sound of each letter. This word follows the standard spelling rules. After segmenting each sound, blend the sounds together and say the word.



On another coloured index card, print the word **friend**. On a white index card, print the name of one of your student's favourite friends.

"A friend to the end!" Have you heard this expression? It's a clue about how to spell the word **friend**. Ask your student to find the word **end** inside the word **friend**.

What is special about the words? How will your student recognize them later? Are there clues, such as "friend to the end," that your student can use to remember them?

Phonics and Printing

Ask the following questions to review your student's understanding of the generalizations for long and short vowels:



Can you name the six vowels?

Why are vowels special?

(They have more than one sound.)

When you are reading a word, what clues tell you that the vowel will have the long sound?

(When two vowels are together or when there is a **super e** at the end of the word, one of the vowels says its own name.)

When will the vowel have the short sound?

(when the vowel is between two consonants and there is no other vowel in the word)

If necessary, review the generalizations for long vowels.

Generalization 1

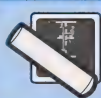
When two vowels go walking,
The first one usually does the talking.
The first one says its own name.
The second one says nothing at all.

Generalization 2

When there is an **e** at the end of a word, it often makes the vowel before it say its own name. This is a **super e**.

Activities

Teaching Tip



Remember that these are only generalizations and that there are many exceptions. It is a good idea to have your student look at the word and predict what sound the vowel will make on the basis of the generalizations, but if the word doesn't make sense, try another sound for the vowel.

Ask your student to read the following words and tell which generalization fits the word.

boat

hide

cape

coat

cube



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 9B and follow the directions to complete Day 15: Long and Short Vowels. Have your student read all of the clues aloud.

Music and Movement

Time recommended: 10–15 minutes

Are you familiar with the game of jacks? It's a good game for developing hand-eye co-ordination and reflexes. There are many versions of jacks played around the world. In North America, it's often played with a small ball that is bounced higher and higher as the number of jacks increases.

There are different versions of the game of jacks from India, Indonesia, and Trinidad. As you read about each version, give your student a chance to try the game.

The Indian version uses pebbles. Throw one pebble into the air, pick up a pebble from your pile, and catch the first pebble before it hits the ground . . . all with the same hand! Repeat, but this time pick up two pebbles before you catch the one in the air. Repeat with three, and so on.

In Indonesia, the game is called *Kulit K'rang*. Put about 10 pebbles or beans in a bowl and another 10 in front of you. Put a bean or pebble on the back of your hand. Toss it into the air, pick up a bean from the pile in front of you, and catch the falling bean . . . all with the same hand! If you catch it, take another bean from the bowl and add it to your pile. If you miss, put one of your beans into the bowl.

In the version of jacks from Trinidad, you toss five beans or pebbles into the air and try to catch them all with one hand on the way down. You might like to start with two or three beans and work your way up. Experts like to catch them on the back of their hands and then flip them over and catch them in their palms.

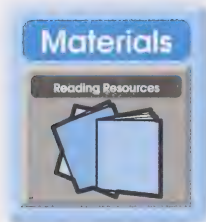


If you have a set of jacks, your student may enjoy playing with them.

Language Arts

Time recommended: 60 minutes

Reading



Today's reading selection is "Millie and Patrick," which is found on page 18 of *Dive In*.

Have your student preview the story by looking at the pictures. Introduce the names of Millie (the taxi driver) and Patrick (the bus driver) and ask the student to predict what will happen in the story by looking at the illustrations.

Have your student read the story aloud. Give support as necessary, but encourage your student to use various strategies to decode words. When finished, ask the following questions to check your student's understanding of the story:

What did Millie drive?

What did Patrick drive?

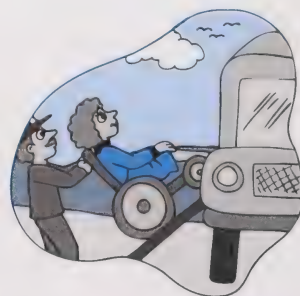
What was Millie good at?

What was Patrick good at?

How did Millie help Patrick?

How did Patrick help Millie?

Why did Millie tell Patrick he was a good friend?



Ask your student about how he or she has helped someone or has been helped by someone.

What are some ways people have helped you?

What are some ways you've helped other people?



How can you help other students do their jobs better? (Accept any reasonable answer, such as working quietly so as not to disturb other students, helping with clean-up, sharing what you know, and keeping your supplies organized.)

How can you assist others with their learning? (Accept any reasonable answer, such as sharing ideas, helping edit work, making constructive comments, and modelling and guiding others on how to do things.)

How can you help make learning exciting for your friends and yourself? (Accept any reasonable answer, such as be enthusiastic about learning; go on field trips; share ideas; talk about and do research about topics of interest using such things as books and the Internet; and tell others about books or other media of interest.)

How does the school help you?

(Accept any reasonable response, such as helping the student learn new and important things.)

Why should we help each other?

(Accept any reasonable response.)

What are some stories you know where characters have helped each other?

(Accept any reasonable response.)

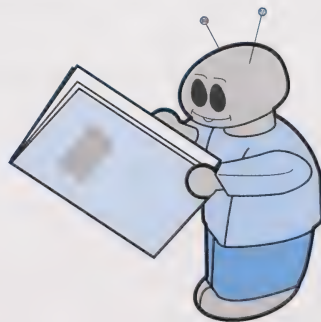
Point out the quotation marks on page 19 of the story. Check your student's understanding of quotation marks.

What are these punctuation marks?

Why are they there?

Quotation marks show when someone starts and stops speaking.

Let's read the story together and you can read everything the people say. That means that you read everything inside the quotation marks.



As you read, track the words with your finger. Have the student read the quotations, such as “Come on, Patrick!” and you will read “yelled the kids.” Read the whole selection together this way.

When you are finished, ask your student to think of a way to help a neighbour or a friend. Have your student draw a picture with a caption showing how he or she would help the neighbour or friend.

Enrichment (optional)

If the picture depicts something that your student could do for someone, encourage him or her to go ahead and do it!

Writer's Workshop

Read “Celebration Stories for November” aloud.

== Celebration Stories for November ==

In many parts of Alberta, November is a month of frost and snow, with occasional breaks of warmer days. What is the weather like in November where you live?



November begins with All Saint's Days and moves along through Bonfire Night to Remembrance Day. On the eleventh hour of the eleventh day of the eleventh month of the year, there are a few minutes of silence and special ceremonies to remember and give thanks to the soldiers who have fought in wars.

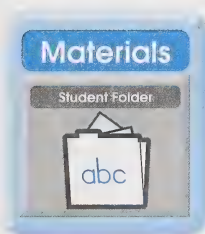
November 11 is also St. Martin's Day. St. Martin was a soldier in the Roman army who was greatly loved for his kindness. Once, he met a beggar, but he had no money to give to him. So, he cut his coat in half and gave part of it to the man so that he would have some warmth.

The celebration of Divali, "the festival of lights," is held in October or November. It's a celebration of light over dark and good over evil. Little clay lamps are lit to add brightness to the darkest night of the year. This is a time for people to settle old debts, clean their houses, and dress up in their best clothes.

For the Canadian Inuit, November is the traditional time to get together for songs festivals and drum dances. It is also a time to play games and tell stories. Do you remember some Inuit games from Day 3 of this module?

The Canadian Finals Rodeo is held in Edmonton this month. Which events do you think it includes?

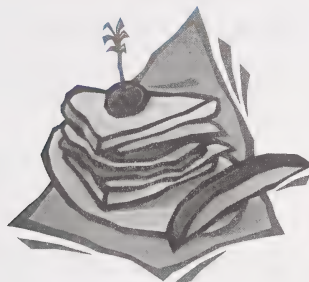
What special events happen in your family or community in November?



Ask your student to choose two November celebrations to write about and illustrate. If possible, get your student to use a word-processing program to write the stories and a paint-and-draw program to create the illustrations.

Label the page with the student's full name and M9D15 before placing it in the Student Folder.

Are you ready for lunch?



Silent Reading

Time recommended: 5–10 minutes

Find a comfortable place and curl up with a good book or an interesting magazine.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 15.

Project Time

Time recommended: 50 minutes

Project 1: Safety Tour

Begin this activity by explaining that, although firefighters can put out fires and doctors can help people who have been hurt, the best thing is to prevent dangerous accidents from happening in the first place and to keep your home safe.

As you walk through the home together, discuss the points that follow. Where possible, ask questions, such as “What is a good rule to follow about using the stove?” or “Why should we turn the pot handle inward?” or “What would you do if the toast got stuck in the toaster?”

Kitchen Safety

The kitchen can be an especially dangerous room for fires and burns because of the stove and other sources of heat. Here are some things to remember:

- Turn pot handles toward the back of the stove.
- Don't carry hot liquids when children are nearby.
- Use caution when handling foods or liquids that have been heated in the microwave oven.
- Children should never climb on the stove to reach things.
- Cover a grease fire with a lid and turn off the stove.
- In case of an oven fire, close the oven door and turn off the oven.
- For a fire in a microwave oven, keep the door closed and press the Stop button.
- Turn on the cold water before the hot water.

- Unplug the toaster when it is not in use and before removing toast that is stuck.
- An appliance, such as an iron, electric frying pan, waffle iron, or coffee pot, should never be left unattended.

Other Parts of Home

Explain the danger of not using appliances properly and share the following tips with your student:

- Never use appliances with frayed wires, never overload circuits or extension cords, and do not run wires under rugs.
- Never touch wires with wet hands, keep cords away from children, and use outlet covers.
- Keep electrical appliances away from swimming pools, bathtubs, and sinks.
- Report smoke or fire immediately.
- Children shouldn't play near furnaces, wood stoves, fireplaces, or heaters. (Make sure there's space—at least 1 m—around heating sources.)
- Review warnings found on containers, such as “flammable,” “danger,” and “corrosive.”
- Talk about emergency services personnel in your community and how to reach them. (If you do not have emergency numbers posted already, have your student make a list to put by each phone.)
- Show the student where the fire extinguishers are kept and demonstrate how to use them.
- Check the placement of smoke detectors throughout the home and test to see if they are working.



Project 2: Lines and Shapes

This second Project Time continues the activities that were started on Day 14. In this lesson your student will use lines to make shapes. You might enjoy taking part in the lesson and following the steps, too.

Read the following instructions to your student.

Step 1: Cut a piece of yarn that is about 30 cm long. Lay it on a piece of coloured paper. Does the yarn remind you of a line?

Step 2: Move the two ends of the yarn until they meet each other. You have just turned your line into a shape!

Step 3: Use one finger to hold the ends together. Use your other hand to make the following shapes:

- a circle
- a square
- a rectangle
- a triangle
- a diamond
- an oval

Which shape was your favourite?

Step 4: Look around the room. Find something that is a circle. Find something that is a square. Find something for each of the shapes you made. It could be big (such as a window) or small (such as a postage stamp).

Step 5: On a piece of coloured paper, use a pencil to lightly draw your favourite shape. Make it fairly big. Then, measure a piece of yarn that would be about the same size to follow the lines of your shape. Put white craft glue on your lines. Stick the yarn to your shape.

Step 6: Now you can turn your yarn shape into a picture. What does the shape remind you of? A flower? A spaceship? An animal? Use your felt markers to make a picture with your yarn shape.

Materials

Student Folder



Label the back of the picture with the student's full name and M9D15. Place this assignment in the Student Folder for submission on Day 18.

Enrichment (optional)

If you have saved the tangram shapes used on Day 5 of this module, your student may enjoy making pictures with them.

Sharing Time**Time recommended: flexible**

Your student could take other family members on a tour of the house and explain what was learned about fire safety.



The student might also teach someone to play the game of jacks or one of its variations.

Activities

Teaching Tip

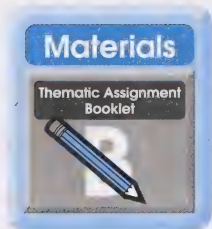
**Sharing Traditional Foods**

Are you familiar with the foods of India, Nepal, Pakistan, Bangladesh, and Sri Lanka? Traditionally, all food is eaten with the right hand. Many meals include dahl, made from lentils or mung beans; curried vegetables, sometimes made with coconut; chapatis or other flat breads; chutneys; and raita, a refreshing yogurt dish that might include cucumbers and spices. The food is sometimes served spicy-hot, but it is also delicious with less "fire."

Let's Look Back

Time recommended: 10 minutes

How has your student's appreciation of safety grown over the past days? Does the student realize that accidents can be avoided by playing safely and recognizing danger? You could review some safety points and praise your student's growing knowledge and awareness of safety.



Complete the Day 15: Learning Log in Thematic Assignment Booklet 9B. Be sure to include any comments your student wishes to share with the teacher and any comments that you might have about your student's progress.

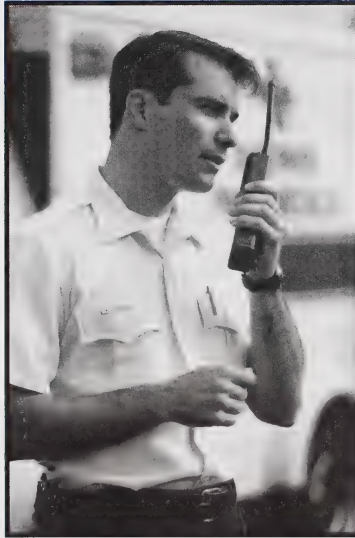
Story Time

Time recommended: flexible



You finished Day 15 in very good shape! Well done!

Jobs, Jobs, and More Jobs



The study of occupations will wind up today as your student discusses hats, masks, and other safety gear used in different occupations. “Washing Windows” is the name of today’s Reading selection. After reading the poem, your student will review the many occupations that have been discussed and write about his or her future job considerations.

During Music and Movement, your student will have the opportunity to march and swing his or her arms. Next, your student will listen to the high, low, and normal voice pitch in a traditional song.

Have a good day as you and your student move, create, write, learn, and enjoy!



Have you made arrangements for a year-end celebration yet? This would be an excellent time to get together with other students, friends, and relatives. Ask your guests to bring a food dish from their cultural heritage and to be prepared to describe their favourite celebration of the year. Perhaps the guests could also share a song that reflects their cultural background.

Your student could give a brief oral presentation about his or her favourite celebration and perform the dance or skit from Day 17. You could also use some of the Music and Movement activities from Days 17 and 18 (or from anywhere else in the module).

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed
- “Celebration Stories for November” (optional)

Language Arts

- word boxes and index cards
- Thematic Assignment Booklet 9B
– Day 16: Silent Letters
- “Washing Windows” from *Toes in My Nose* by Sheree Fitch
- *Collections Writing Dictionary*

Silent Reading

- books, magazines, or other favourite reading material
- *Hello, Cat, You Need a Hat* by Rita Golden Gelman; *Hats, Hats, Hats* by Ann Morris; and *Whose Hat?* by Margaret Miller (optional)
- *Masks* by Ron Bacon (optional)

Math Time

- See Mathematics Module 9, Day 16.

Project Time

Project 1: Paper Lanterns

- paper, scissors, and glue
- coloured pencils or felt pens and sparkles

Project 2: Taffy Pull

- molasses, brown sugar and/or white sugar, corn syrup and/or maple syrup
- butter or margarine
- vinegar and baking soda

Let's Look Back

- Thematic Assignment Booklet 9B
– Day 16: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time



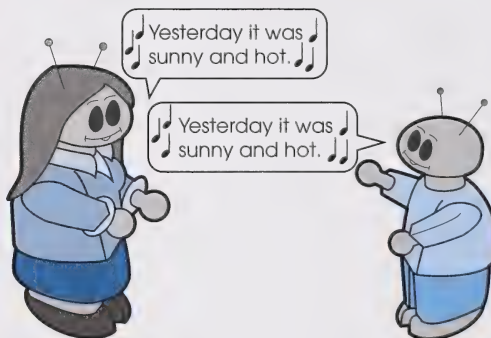
Calendar Time

Time recommended: 10 minutes

After completing the basic Calendar Time procedure, discuss the day's weather and have the student draw a small weather symbol on the current calendar date. On Day 18 this weather record will be used to complete a weather graph.

Sing a sentence about the day's weather conditions. Then, encourage your student to repeat what you sang in tune. This activity is an ideal way to review weather vocabulary and to practise singing in tune.

Depending upon your student's interest, you could briefly talk about the "Celebrations Stories for November" that were discussed and written about yesterday. Encourage your student to locate the dates of these celebrations on a calendar.



Focus for Today

Materials

Thematic Assignment Booklet



Today's focus is on **art**. Preview the Day 16: Learning Log in Thematic Assignment Booklet 9B. In today's Learning Log, you'll record your observations of your student's enjoyment and appreciation of artwork.

Language Arts

Time recommended: 35 minutes

Word Study

Ask your student to choose two more friends' names (This could include animal friends.) to add to the New Word Box. Print the names on white index cards, stressing the use of the capital letter for the first letter of a name.

Materials

Home Instructor's Manual



Refer to the Word Study Teaching Notes in the Appendix of the Home Instructor's Manual for ideas about how to work with these words.

Phonics and Printing

In today's Phonics lesson, your student will work with the letter combinations **kn** and **wr**. As you introduce today's Phonics lesson, speak in a quiet whisper.

Activities

Home Instructor's Script



Today we are going to talk about some very quiet letters. In fact, they are so quiet that this is what they sound like.

Pause.

They are completely silent. They don't make a sound.

In a regular voice, continue as follows:

Let's meet the first letter now.

Can you tell me what this is?

Point to your student's knee.

This is how to spell the word **knee**.

Print **knee**.

Is there a silent letter in the word **knee**?

Which letter is silent?

Draw a line through the letter **k** to show that it is silent.

~~k~~nee

When the letter **k** is with its good friend **n**, it lets the letter **n** do all the talking.

Here is another example.

Print the word **knot**. Ask your student to identify the **kn** combination. Have your student draw a line through the **k** to show that it is a silent letter. Ask the student to read the word.

Repeat the same procedure with the words **knot**, **knob**, **knew**, **knit**, and **kneel**.



knot



knob



knit

knew

kneel

Tell the student that the letters **wr** are another set of letters that have a silent partner. Print the word **wrap**. Ask your student to find the **wr** combination. Draw a line through the letter **w**. Now ask your student to read the word.

Repeat the same procedure with the words **wrong**, **write**, **wrist**, and **wrinkle**.

MaterialsThematic Assignment
Booklet

Turn to Thematic Assignment Booklet 9B and follow the directions to complete Day 16: Silent Letters.

Music and Movement

Time recommended: 10–15 minutes

Are you familiar with the traditional song “The Grand Old Duke of York”? This song is fun to perform as an action song.

===== The Grand Old Duke of York =====

Oh, the grand old Duke of York,
He had ten thousand men.
He marched them up to the top of the hill
And he marched them down again.

And when they were up, they were up
And when they were down, they were
down
And when they were only halfway up
They were neither up or down.

Traditional

=====

This rhyme has a marching tempo. It is usually sung, but it is also effective as a spoken rhyme. The student can march and swing his or her arms for the first part; and then clap and use high, low, and normal voice pitch in the second part. Set the pace with some “starting” words, such as “left, right, left, right.”

Sing this song together. Begin by sitting down. When you get to “marched them up,” stand up; and on “marched them down,” sit down again. Likewise “when they were up,” stand up and “when they were down,” sit down. For halfway, stand halfway up. Try this several times. This is a great activity to use to break up long periods of concentration.

Guide your student to listen as you sing the song and record on a piece of paper the highs, lows, and middle voice pitch of the song, as shown in the following example.



Oh, the grand old Duke of York

In this example, the word **grand** is sung the highest. Have fun singing other words higher, lower, or in the middle, and recording the changes in pitch.

Here is another way to act out the song:

Line 1: March on the spot.

Line 2: March on the spot.

Line 3: Stretch up onto tiptoes as you march.

Line 4: Bend down to a squat as you march.

Line 5: Stretch up to your tiptoes as you march.

Line 6: Bend down to a squat as you march.

Line 7: Bend halfway and march.

Line 8: Jump up on the word **up** and jump down on the word **down**.



Language Arts

Time recommended: 60 minutes

Reading

Today's Reading selection, "Washing Windows," is found in the poetry book *Toes in My Nose*. Help your student locate the poem and then ask the following question:

What does the picture on this page tell us about the poem?

Before reading the poem, examine the title together. Break the two words into syllables and clap the syllables together. Notice that long words are easier to read if you break them into syllables.

wash-ing

win-dows

Read the poem aloud. When you are finished, ask the following questions:

What is this poem about?

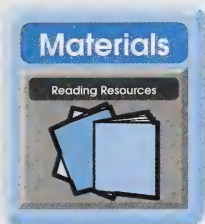
What happens in this poem?

What does the poet mean by the following lines?

"With the tears of all the angels
Gathered in her pail"

What does the poet mean by the following lines?

"I could hear the angels laughing
If I really stopped to listen."



Next, ask your student to read the poem aloud. Provide help as needed. Then, continue with the following script:

Did you notice that there are a lot of words in this poem that begin with the letter **w**?

Read aloud all the **w** words.

The words that begin with the letter **w** in the first verse form a tongue twister when read.

After your student has read all the **w** words, read the whole poem aloud again. Read slowly and with expression.

Ask the following questions:

Do you think you would like to be a window washer?

Why or why not?

Take out the Occupations chart that you began on Day 12. Read through the list of occupations with your student. Do either of you have new occupations to add to the list?



Journal Writing

Hats and masks are the topic for today. These items tie in to both the discussion of occupations and the discussion of safety, the two themes of this half of the module. You could begin the discussion as follows:



It's a hot summer day.
There's not a cloud in the sky.
You want to go outside to play.
Your parent says, "Don't forget your hat!"

What kind of a hat do you wear on a hot summer day?

Why do you wear it?

It's a cold winter day.
You can see your breath in the frosty air.
You want to go outside to play.
Your parent says, "Don't forget your hat!"

What kind of a hat do you wear on a cold winter's day?

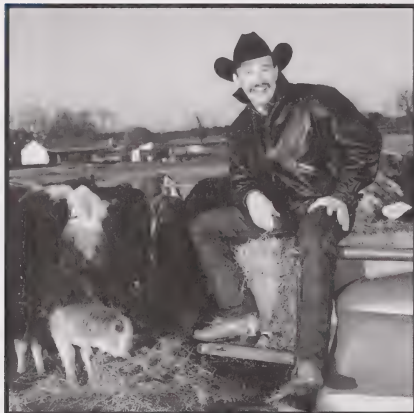
Why do you wear it?

A hat is also an important part of some jobs.
Can you think of jobs where people wear hats?



Day 16 • Jobs, Jobs, and More Jobs

Brainstorm and list occupations that require employees to wear hats. Then, look at the pictures that follow and discuss why a hat or mask is important for each occupation.



Cowboy



Delivery Person



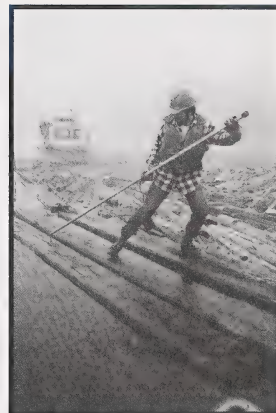
Factory Worker



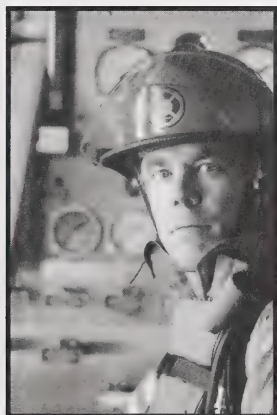
Construction Worker



Chef



Log Driver



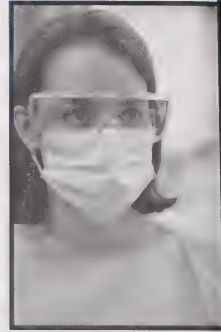
Firefighter



Doctor

Some hats are worn to help keep the person safe.

Can you think of other things that are worn for safety in some occupations?



In which occupations do people need masks?

Discuss your student's ideas and then look at the pictures that follow and discuss why a mask is important for each occupation.



Welder



Diver



Astronaut

Materials

Student Folder



Label the back of the list with the student's full name and M9D16. Place it in the Student Folder for submission on Day 18.

Ask your student to think about a job that he or she would like to do as an adult. Discuss the kind of things that would be done on that job, the tools that would be needed, and the required clothing. Would hats, masks, or other safety equipment be needed?

Materials

Student Folder



Your student can write a few sentences about the job and tell about the tools, clothing, or equipment that would be required.

Label the back of the page with the student's full name and M9D16. Place it in the Student Folder.

Is it time for lunch?

Silent Reading

Time recommended: 10 minutes

Materials

Reading Resources



There are lots of good children's books that deal with the hats, tools, and clothing required for different occupations. Many are written at a grade-one level. Your student may enjoy *Hello, Cat, You Need a Hat* by Rita Golden Gelman; *Hats, Hats, Hats* by Ann Morris; and *Whose Hat?* by Margaret Miller. The book *Masks* by Ron Bacon would also be a great choice.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 16.



Project Time

Time recommended: 50 minutes

Today's project choices come from the "Celebration Stories for November" that you read on Day 15.

Project 1: Paper Lanterns

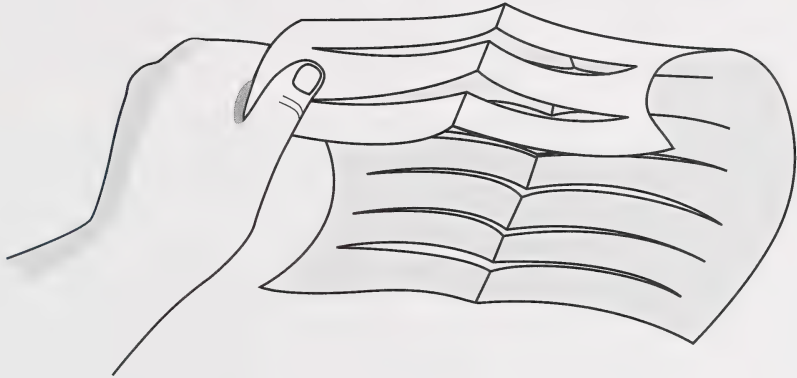
In China and other parts of Asia, light is a symbol of good luck. Paper lanterns are created to bring good fortune. In *diwali*, the East Indian festival of lights, lamps are lit and carried through the streets.

In today's Project Time, you can make paper lanterns. Decorate them with paints, sparkles, patterns—whatever you wish. It's easier if you decorate the paper before doing any cutting.

- Take a large, square piece of decorated or patterned paper and fold it in half.
- Press firmly along the crease.
- Make cuts about 2 to 3 cm apart along the fold. Each cut should come to within 3 cm of the open edge.



- Unfold the page.
- Roll the lantern and glue the edges. You can glue on a strip of paper for a handle.



Make a variety of brightly coloured lanterns. You can hang them as decorations to bring good luck to visitors.



Project 2: Taffy Pull

St. Catherine's Day on November 25 is traditionally celebrated with a taffy pull.

Taffy Pull

Note: This activity requires adult supervision. Sticky candy, such as taffy, can be hard on the teeth. The boiling sugar also gets very hot, so be cautious. Use a candy thermometer.

- 250 mL (1 cup) molasses
- 500 mL (2 cups) white and brown sugar, in any combination
- 125 mL (1/2 cup) corn syrup or maple syrup
- 30 mL (2 tbsp.) margarine or butter
- 15 mL (1 tbsp.) vinegar
- 125 mL (1/2 cup) water
- 5 mL (1 tsp.) baking soda

1. Grease a cookie sheet.
2. Boil all ingredients, except the baking soda, to the soft ball stage (115°C/240°F).
3. Stir in the baking soda.
4. Pour the mixture onto a cookie sheet. Remember, this is very hot. Don't sample it yet!
5. The edges will begin to cool first. Fold the outside into the centre several times so it will cool more evenly.
6. When it has cooled enough to pick up, the fun really begins! Coat your hands with butter and work the taffy. Twist and pull, over and over.

When the taffy turns a light golden colour, it's ready. Twist off bite-sized pieces and enjoy!

Sharing Time

Time recommended: flexible

Ask your student to teach the audience the words and tune for “The Grand Old Duke of York.” Perform it together several times using different sets of actions. Can anyone suggest a variation to try?

Activities

Teaching Tip



Sharing Traditional Foods

Although the cooking in Canadian kitchens reflects a variety of ethnic backgrounds, there are all sorts of specialities that Canadians like to call their own. In the last few lessons, you’ve talked about maple syrup, wild rice, and taffy. Other regional favourites include fiddleheads, Arctic char, Winnipeg cream cheese, tourtiere, pea soup, whitefish,

blueberry grunt, cranberry crisp, Nanaimo bars, and butter tarts. Which foods do you enjoy that you consider true Canadian foods?

Talk about traditional foods and your student’s favourite Canadian foods.

Let’s Look Back

Time recommended: 10 minutes

Use the following questions to talk about the day’s activities:

Which part of today’s lesson did you like best?
Why?

What’s something you learned today that you didn’t know before?

What do you like best about drawing? Why?

What type of artwork is your favourite?

Materials

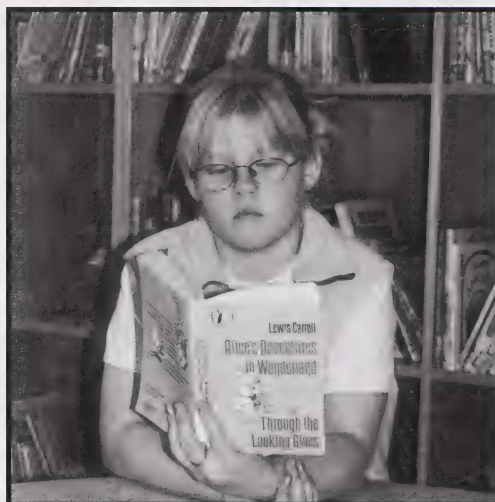
Thematic Assignment
Booklet



Complete the Day 15: Learning Log in Thematic Assignment Booklet 9B. Include any comments that you or your student would like to share with the teacher.

Story Time

Time recommended: flexible



**Soon you will be at the end of the
Grade One Thematic program.**

**There are only two more days
to complete!**

**Have you planned a
year-end activity?**

In the Role

It's getting very close to the end of the module. Just two lessons are left! Today you'll be finishing several things. This is the last day of Spelling, Word Study, and also the last day of "Celebration Stories."

You'll be "in the role" as you create a dance and as you retell the story of Mascot inviting a dragon home for lunch. You'll also be "in the role" during Project Time as you perform a year-end skit.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Thematic Assignment Booklet 9B
 - Day 17: Spelling Test
 - Day 17: Word Recognition Test
 - Day 17: Irregular Plurals
 - Day 17: Scrambled Words
- “Fire-Exit Plan” song from Day 11

Music and Movement

- selection of recorded music, preferably orchestral (without voices)

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 17.

Project Time

Celebration Skit

- costumes and props for favourite celebration

Let's Look Back

- Thematic Assignment Booklet 9B
 - Day 17: Learning Log

Story Time

- mutually chosen reading material



Calendar Time

Time recommended: 10 minutes

Complete the basic Calendar Time procedure, including recording a weather symbol on the current date. When you are finished, briefly review any time or weather-related concepts that your student continues to find difficult.

Focus for Today

Materials

Thematic Assignment
Booklet



The Day 17: Learning Log focuses on co-operatively performing a drama presentation and making co-operative decisions. Your student will be using these skills in Music and Movement as a celebration dance is created, in Reading as you role-play a familiar story, and as you create a choral presentation during Project Time. Preview Day 17: Learning Log in Thematic Assignment Booklet 9B.

Language Arts

Time recommended: 35 minutes

Spelling

Test your student on the six assigned spelling words for this module.

- Do not practise the words prior to the test.
- Administer the test in a room where none of the assigned words are displayed.

Testing in this manner will give a better indication of the student's spelling skill. Has your student stored the spelling of the words in his or her long-term memory? If the words are practised immediately before the test, you are only testing the student's short-term memory.

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 9B and follow the directions below to do the Day 17: Spelling Post-Test:

Step 1: Say each word clearly.

Step 2: Say a sentence that contains the word, preferably not at the beginning, to avoid the need for a capital letter.

Step 3: Repeat the word.

The words for the test are **for**, **not**, **but**, **what**, **all**, and **were**.

Word Study

Since there will be no Word Study activities tomorrow, now is the time to remove the cards from both word boxes. Sort the cards into piles of coloured cards and white cards.

Punch a hole on the left side of the index cards your student recognizes well. Bind them with a ring. With another ring, bind the white index cards your student has mastered.

Words that need more work can be placed back in the New Word Box for more practice. These words can be reviewed from time to time, even if your student is taking a holiday from studying for awhile. It would be a good idea to also review the ringed cards occasionally.

Materials

Thematic Assignment Booklet



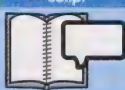
Turn to Thematic Assignment Booklet 9B and follow the directions to do Day 17: Word Recognition Test. Test your student's ability to recognize each word automatically.

Phonics

On Day 10 your student discussed how to form plurals by adding the letter **s** to words. Some other common plurals will be practised today.

Activities

Home Instructor's Script



On Day 10 you made a word mean "more than one" by adding an **s** to it.

In some words, the whole word changes to make the word mean "more than one."

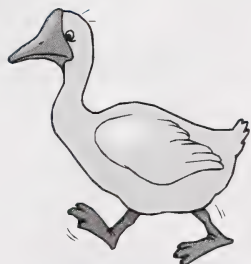
Read these words.

one foot
two feet

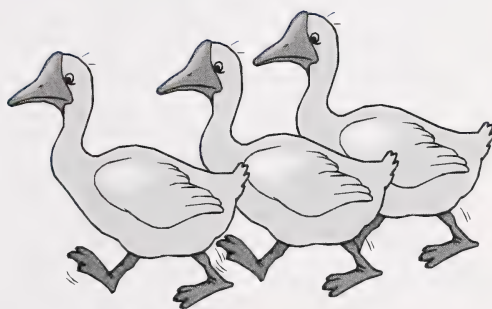
How did the word **foot** change to make it mean "more than one"?

Can you think of the word that means "more than one" for each of the following?

| | |
|-----------|-------------|
| one tooth | six _____ |
| one child | three _____ |
| one goose | five _____ |
| one mouse | ten _____ |
| one man | four _____ |
| one woman | seven _____ |



one goose



three geese



one tooth



two teeth

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 9B and follow the directions to complete Day 17: Irregular Plurals. Make cards for a concentration game and play it together. Then, turn to Day 17: Scrambled Words and follow the directions to complete the page.

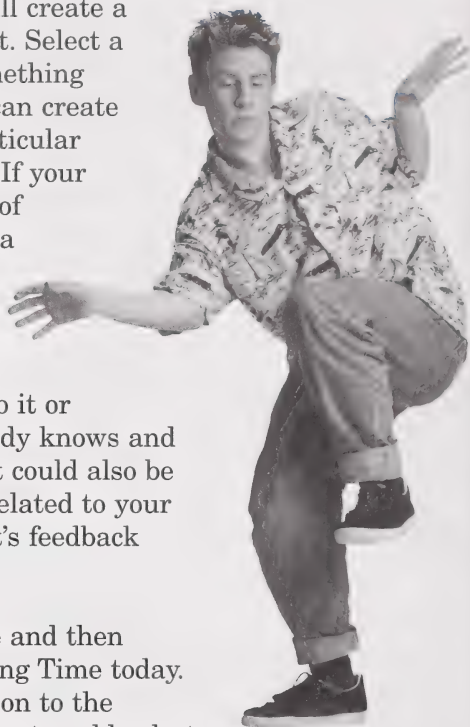
Music and Movement

Time recommended: 10–15 minutes

This morning your student will create a dance in Music and Movement. Select a piece of music, preferably something without words. Your student can create a dance. It can be about a particular festivity or memorable event. If your student has studied any type of ethnic dancing, this would be a great time to showcase that talent.

You could select music with a particular ethnic feel to it or music that your student already knows and associates with an occasion. It could also be a folk dance or ethnic dance related to your heritage. Ask for your student's feedback about music preference.

Create and practise the dance and then perform it again during Sharing Time today. It could also be a lovely addition to the year-end festivities. Your student could select special clothes to wear or props to carry while dancing.



Language Arts

Time recommended: 60 minutes

Reading

During today's Reading session, you will review the story "My First Day with a Dragon."

Invite your student to read as much of the story as possible. Use the Key Words and Actions Guide and other word-recognition strategies to help your student decode unknown words.



Act out the story with your student. You can be the dragon and your student can be the child in the story.

You don't have to use the exact words from the story. Include, however, the various unsafe things the dragon did, such as hiding under the table after the fire alarm had gone off and trying to go back into the house. When the child tells you not to do an action, be sure to ask, "Why not?" After acting out the story in this way, reverse the roles and do it again.

With the remaining time in the Reading session, practise singing the "Fire-Exit Plan" song from Day 11. Decide together what expression to use and when to go faster or slower. Perhaps each of you could sing certain lines and other lines could be done in unison. Practise singing the song several times until you've got an arrangement that you both like.

Writer's Workshop

Review some of the student's knowledge about the traditions of Canadian families. You could begin the discussion as follows:

Canada is made up of families from many different cultures. People share their traditions through special foods, costumes, celebrations, and crafts.

What's an example of a traditional food?

What's an example of traditional clothes?

Traditions are also passed down through art, music, stories, and games.

How else are traditions shared?

Is there anything else that is passed down?

If it is not suggested, mention language and continue the discussion as follows:

Language is something else that is passed down.

How did you learn to speak English?

Can you speak some words in another language besides English?

How did you learn those words?



Who do you know who speaks another language?

How did they learn it?

Also discuss what your student has learned about celebrations.

What is your favourite family celebration?
Why?

Of all the other celebrations you have learned about, which is your favourite? Why?

Read the “Celebration Stories for December” aloud.

==== Celebration Stories for December =====

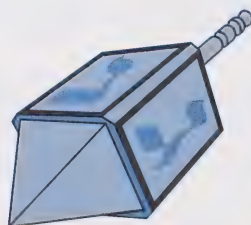
December is filled with many celebrations. It's a time to be extra careful about fire safety. Keep hair and loose fitting clothes well back from lit candles and remember to unplug any lights before going to bed.



Winter officially begins on December 21 or 22. It's the shortest day and longest night of the year. A traditional Inuit celebration called the Feast of Sedna takes place about this time of year. There is a tug-of-war between the ptarmigans (people born during the winter) and the ducks (people born during the summer). If the ducks win, it is said that there will be fewer storms throughout the winter. Are you a duck or a ptarmigan? How about the other members of your family?

Some people from Sweden, Norway, and Denmark celebrate December 13 with a festival of light called St. Lucia Day. The eldest daughter prepares special buns for the family and serves them while wearing a white dress with a red sash and a crown of evergreen boughs and candles. Boys go carolling from door to door, carrying star-shaped lanterns on long poles.

The Jewish festival of Chanukah is also a festival of lights. It honours an event that happened several thousand years ago, when a little lamp burned for eight days even though it only had enough oil for one day. At Chanukah time, children play with a spinning top called a dreidel, and everyone enjoys special foods, such as latkes (potato pancakes).



Cree children in the James Bay area visit their relatives' homes on Christmas Eve. At each house, they get a sack with their name on it to hang up. On Christmas Day, they go visiting again to collect their bags full of presents.

Christmas Day on December 25 celebrates the birth of Jesus. A traditional Mexican way to celebrate Christmas is called posadas. Families travel to nine different homes on nine different nights. On the last evening a pinata is hung for the children.

A pinata is a hollow container filled with oranges, peanuts, pieces of sugar cane, or other treats. The smallest child is blindfolded and given a stick to try to break the pinata. Everyone shares the treats inside the pinata.



The holiday of Kwanza celebrates the roots of African Canadians. It starts on December 26 and lasts for seven days.

Unusual festivals at this time of year include the annual Polar Bear Swim in Nanaimo, B.C. There are no polar bears there, but people go for a dip in the ocean and then quickly run for warm towels and blankets! Could you imagine swimming outdoors where you live at the end of December?

What does your family like to do in December? Are there special events or occasions you enjoy?

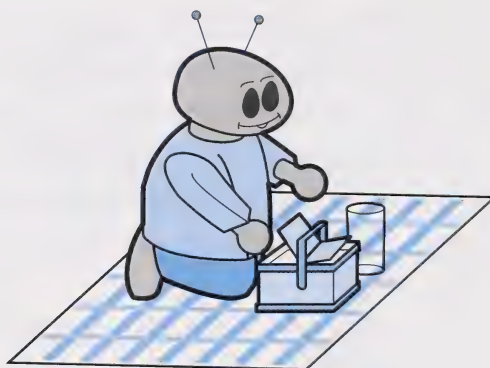
Have your student choose two December celebrations to write about. A word-processing program on a computer could be used to create the stories. A paint-and-draw program could be used to make illustrations.

If the Module 9A stories have not been returned to you, allow time for their return before completing the celebration booklet.

Staple the cover and all the pages of the “Celebration Stories” together. Place the completed booklet in the Student Folder to be mailed on Day 18.



Now would be a good time to take a lunch break.



Silent Reading

Time recommended: 5–10 minutes

Your student may enjoy revisiting some favourite stories from this module or previous modules.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 17.

Project Time

Time recommended: 50 minutes

Year-End Skit

If your student is in the mood to do some acting, then enjoy role-playing a celebration. If friends or family members are available to act in the play, give them parts as well.

Choose a familiar celebration and develop a little skit or play that tells the story of the event. Use whatever props or costumes are readily available. Examples of important events could be the birth of Christ, an early Thanksgiving meal with settlers and Aboriginal Canadians, or a dragon parade to welcome the Chinese New Year. Encourage your student to make a choice based on a personal favourite.



During the play, your student could sing songs and retell stories that are part of the celebration. The skit could be performed during Sharing Time and also as part of the year-end festivities.

Enrichment (optional)

You might enjoy making, baking, and sharing traditional Lucia Buns. On December 12, St. Lucia's Day, one of the girls in a family acts the part of Lucia and serves the buns.

Take a trip to the library or search on the Internet to find out more about the St. Lucia custom and how to make the buns.



Sharing Time

Time recommended: flexible

Performance is on the agenda for today's Sharing Time.

Your student can perform the special dance he or she created today in Music and Movement or the "Fire-Exit Plan" song. Perhaps the audience can learn it and sing along! If your year-end skit is ready, you could do a rehearsal of it as well.



Sharing Traditional Foods

What foods have you sampled from Scandinavian countries? A smorgasbord of traditional favourites might include cherry soup, herring, cod, rye crisp, red cabbage, sugar-browned potatoes, beets in orange sauce, pickled cucumbers, and apple crisp. St. Lucia buns would be a nice addition at any time of the year

Let's Look Back

Time recommended: 10 minutes

You might like to ask your student the following questions.

What did you enjoy most about today's activities?

What did you like about acting out the "My First Day with a Dragon" story?

What did you like about doing the "Fire-Exit Plan" song?

During Project Time, what celebration did you act out?

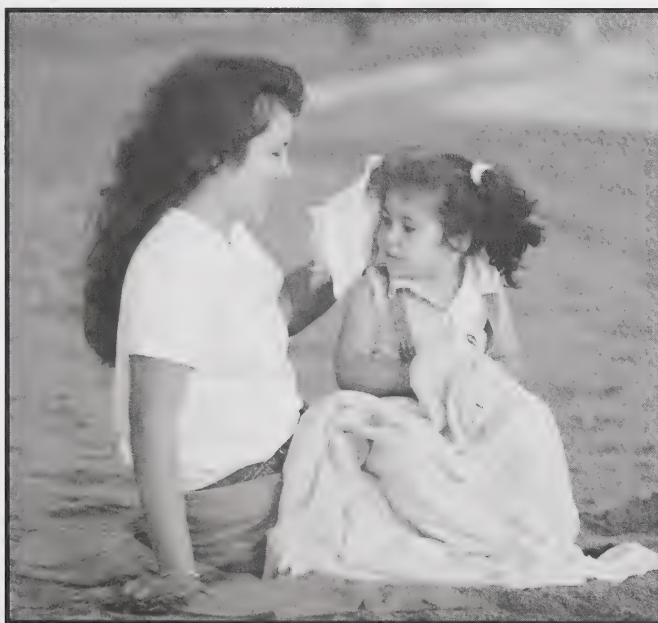
MaterialsThematic Assignment
Booklet

Complete the Day 17: Learning Log in Thematic Assignment Booklet 9B. Include any comments you or your student would like to share with the teacher and note what celebration the student role-played during Project Time.

Story Time

Time recommended: flexible

Use this time to read one or two of your student's favourite stories. During Writer's Workshop on Day 18, a report will be written about your student's favourite book.



Day 17 is finished.

**There's only one day left until you
have completed the Grade One
Thematic program!**

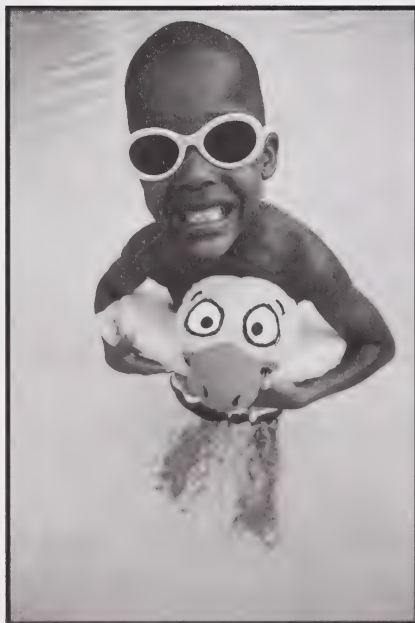
Your Wonderful Achievement

Yes, you're here! The final day of the Grade One Thematic program has arrived. You can be very proud of your year of learning!

Music and Movement activities include races and outdoor games in the Year-End Olympics. If it's a warm day, you can have fun with some water activities, which are also outlined in Music and Movement.

During Language Arts, you will review your writing progress and write about your favourite book. There will be no Word Study or Phonics activities today. Project Time can be used for preparing for your year-end festivities or making one of the projects from earlier in the module.

Have a wonderful day!



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- pocket chart
- other materials as needed
- Thematic Assignment Booklet 9B
 - Day 18: Weather Graph

Language Arts

- writing from previous modules
- a favourite book

Music and Movement

- paper plates, throwing discs, bean bags, bowls, straws, water balloons, or eggs
- water, hose, and sprinkler
- buckets and a sponge

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 18.

Let's Look Back

- Thematic Assignment Booklet 9B
 - Day 18: Learning Log
 - Day 18: Student Folder Items

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time







Time recommended: 10 minutes

Since today is the last lesson of this module, it is time to complete the Weather Graph. Before doing this activity, however, your student will add the date to the calendar and prepare the Calendar Time word strips in the pocket chart. Is this a special day? Talk about the year-end celebration and note it on the pocket chart, a piece of paper, or a chalkboard.

Discuss the current weather and have your student draw that weather symbol on the calendar.

Talk about how the weather this month compares with the weather in previous months. Has it been warmer or colder?

Record on a tally chart the number of times each weather condition has occurred. This tally chart will help you complete the assigned Weather Graph.

| Weather | Tally of Weather | Total |
|--|------------------|-------|
|  sun | | 2 |
|  mostly sun | | 3 |
|  some sun | | 1 |
|  cloud | | 3 |
|  rain | | 5 |
|  snow | | |

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 9B and follow the directions to complete Day 18: Weather Graph. Transfer the weather information from the tally chart onto the Weather Graph.

First, look at the weather symbols at the bottom of the Weather Graph. Has the student used any additional symbols? If so, add them to the blank spaces on the bottom row of the sheet. Now, ask your student to count the number of each of the symbols drawn on the calendar. For example, how many days were cloudy? Colour the number of days of that type of weather on the chart. Use a different colour for each type of weather.

Focus for Today

Materials

Thematic Assignment Booklet



In the Day 18: Learning Log, you will be noting **your observations for all areas of your student's learning experiences**

Language Arts

Time recommended: 60 minutes

Reading

Have your student choose three or four favourite writing assignments from the beginning, middle, and end of this program.

Ask the student to read the assignments aloud and talk about how his or her writing has changed using the following questions:

What is different about the writing you do now compared to the writing you did earlier in the year?

Do you remember writing these pages?

Activities

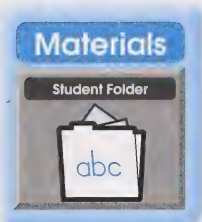
Home Instructor's Script



Which piece of writing do you think is the best? Why?

Do you write more words and longer sentences now?

Is it easier to spell words and do neat printing now?



Print your student's full name and M9D18 at the top of a piece of paper. Then scribe your student's comments about the writing improvements on this page. Attach the chosen pieces of writing to the comments page. Place the pages in the Student Folder for submission today.



Writer's Workshop

During Writer's Workshop, your student will write a book report about a favourite book.

Ask your student to choose a favourite book from the ones he or she has read this year. Read the following instructions to the student:

Write the title of the book at the top of a sheet of lined paper.

Write the author's name.

Write each sentence starter below and then complete the sentence with your own words.

1. I chose this book because . . .
2. My favourite character in this book is _____ because . . .
3. The story takes place . . . (Describe the setting.)
4. One thing that happened in the story is . . .

Peter's Moccasins
by Jan Truss

1. I chose this book because I like learning about Peter's traditions.
2. My favourite character in this book is Peter because . . .



Label the book report with the student's full name and M9D18 before placing it in the Student Folder.

Music and Movement

Time recommended: 60–90 minutes

Today's activities will feature Year-End Olympics. You could postpone this activity until later in the day and complete all the indoor activities before going outside. Another option would be to combine these games with your year-end celebration, if you plan to have one. These activities will be more fun if others can join in.

You could use all of the activities or only choose a few. Some water activities are included that would be suitable for a warm day.

Have a good time and stay cool!



Year-End Olympics

Twenty-Metre Dash

A race this short might seem pretty easy, except for one thing. Run by putting your feet heel-to-toe. That means that the heel of one foot has to touch the toe of the other with no space in between!

Discus Throw

Bring out paper plates or throwing discs. How far can you throw them?

Javelin Throw

How far can you throw a drinking straw?

Beanbag Golf

Set up several “holes” by marking spots with bowls or plastic containers. How many tosses does it take to get the beanbag into each hole?

Inuit Tug of War

Have a tug-of-war between the ptarmigans (people born during the winter or fall) and the ducks (people born during the spring or summer).



Water Balloon/Egg Toss

Throw a water balloon or an egg to a partner. Start by standing close together and gradually increase the distance between you.

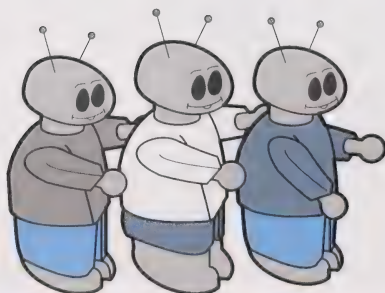
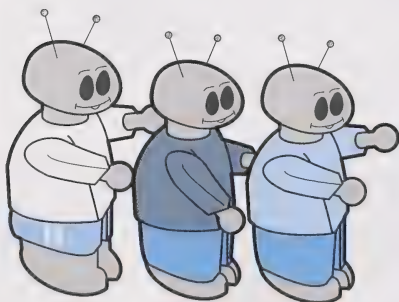
Water Relay

Choose two teams. Each team has a bucket with an equal amount of water and a cup or small plastic container. The goal is to take water from the other team's bucket and leave as much water as possible in your own. The other team will be trying to do the same thing. Set a time limit for the relay (5 minutes or so).

Teams line up and face each other. When the game is started, the first player of each team runs to the other team's bucket, fills the cup or container with water, runs back to their own bucket, dumps in the water, and gives the cup to the next person. The relay continues until the time is up. The team with the most water left in their bucket wins.

Sponge Relay

Be prepared to get wet! You will need two teams. Each team stands facing a bucket of water with a sponge in it.



When the relay begins, the first person in line runs to the bucket, places the sponge under his or her chin and runs back to the next person on the team. The second person must take the sponge under his or her chin **without** using his or her hands and then pass it to the next person in the same manner. When the sponge reaches the end of the line, that person then runs back to the bucket and drops the sponge into the bucket—no hands allowed.

If the sponge is dropped while being passed, that person must run back to the bucket, dip the sponge into the water, place it back under his or her chin, run back, and try again to pass it to the next person in line.

The first team to complete the line and get the sponge back to the bucket is the winner.

Sprinkler Fun

Set up a sprinkler. Have fun jumping over it and running through it. If you have a heavy plastic sheet and a hill in your yard, you could make a waterslide.

Hose Fun

Play hose tag, where “it” must spray the players to tag them. Play hose limbo and limbo dance under the hose.

Three-Legged Race, Sack Race, or Other Favourite Race

Do you have any other favourite games or water activities that could be part of the Year-End Olympics?

Enjoy them all!

**Is it a good day for a picnic lunch or
barbecue?**

Silent Reading

Time recommended: 5–10 minutes

Encourage reading for enjoyment during the summer. It is best to set aside a scheduled time, even on holidays and breaks, for independent reading. In this way, your student will continue to practise the skills that have been gained this year. Just 10 or 15 minutes a day will maintain your student's reading abilities.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 18.

Project Time

Time recommended: 50 minutes

Project Time today can be used to prepare for your year-end festivities. If your preparations are complete, or if you would like to do something else, you could choose one of the project choices from earlier in this module that you didn't do and complete it now.

Sharing Time

Time recommended: flexible

It is time to acknowledge your student's successes in this program. Ask your student to tell what he or she learned during the year and about some future learning objectives. Also, talk about what things were enjoyed the most and what things were difficult and why. What accomplishment is your student most proud of?



Congratulate your student on this year's accomplishments!

Let's Look Back

Time recommended: 10 minutes

Spend a few minutes going through the Student Folder with your student to gather the assignments required for submission. Discuss some assignments that your student is particularly proud of.

Today's questions can reflect on the day's learning activities, on the module activities, and on the program as a whole. You could include questions such as the following:

Which was your favourite game in the Year-End Olympics? Why?

What did you like best about this module?

How do you feel about finishing the Grade One program?

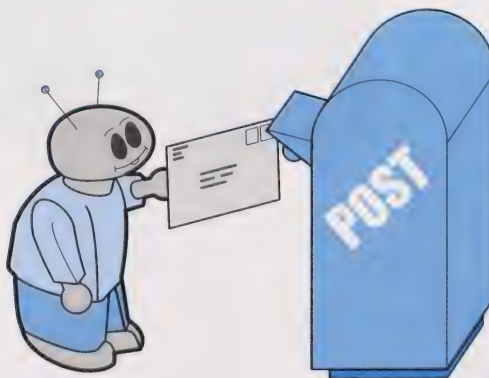
Materials

Thematic Assignment Booklet



Complete the Day 18: Learning Log in Thematic Assignment Booklet 9B. Note your student's goals for next year in the Student's Comments section.

Then follow the directions to complete the Student Folder Items checklist. Gather the required materials from your Student Folder. Submit these items to your student's teacher for marking.



Story Time

Time recommended: flexible



If you go on vacation, don't forget some books!

**What a wonderful thing to be
finished the Grade One
Thematic program!**

**Enjoy all your vacation adventures
in learning!**

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